

CAPE OF GOOD HOPE.

R E P O R T

OF THE

SUPERINTENDENT-GENERAL

OF

E D U C A T I O N

FOR

1885,

WITH TABLES, ANNEXURES & APPENDIX.

Presented to both Houses of Parliament by command of His Excellency the Governor.
1886.

CAPE TOWN:
W. A. RICHARDS & SONS, GOVERNMENT PRINTERS, CASTLE-STREET.
1886.

[G. 9—'86.]

Report of Superintendent-General of Education,
1885.

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CAPE OF GOOD HOPE.

REPORT of the Superintendent-General of Education
for the Year 1885.

ERRATUM.

On page 113, column 26, Lovedale Seminary—For Local Expenditure £261, read £7,261.

SIR,—I have the honour to submit to the Government the annual report on the proceedings of this Department. Financial statements and abstracts of returns are for the most part made up to 30th June, 1885, when the financial year closed.

ENROLMENT AND ATTENDANCE.

2. The number of schools in operation during some portion of the year ended 30th June was 989; of these, 75 were new schools opened during the year; 85 schools were closed from one cause or another during a part of the year.

3. The annual enrolment of scholars was 75,713; the highest quarterly enrolment was 54,934; the highest daily attendance was 44,490; and the ordinary daily attendance was 39,034.

4. The quarterly enrolment represents the *working* number on the books; and the percentage of daily attendance to the number of scholars registered for the quarter in the respective schools, is as follows:—

	Per centage.
Public Schools and District Boarding Schools	84·22
Mission Schools	66·60
Aborigines Institutions and Schools	76·01
All Schools—Public, Mission and Aborigines	72·30

The percentage on all Schools in 1882 was 70·29
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Presented to both Houses of Parliament by command of His Excellency the Governor.
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(I).—REPORT.

Office of the Superintendent-General of Education,
Cape Town, February, 1886.

The Honourable the Colonial Secretary, &c., &c., &c.

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—	
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RESULTS OF INSPECTION.

5. 748 schools were inspected; on the rolls at the date of inspection were the names of 45,572 children; 34,971 children were present at the Inspectors' visits and after examination were classified as follows:—

Infants and others below Standard I.	...	...	17,460
Under Standard I. (lowest)	...	...	6,456
Under Standard II.	...	...	4,934
Under Standard III.	...	...	4,081
Under Standard IV.	...	...	1,378
Under Standard V. (highest Elementary)	...	...	662

6. The number of scholars ascertained to be learning the higher subjects of instruction not included in the elementary standards, and other subjects of a special kind, is as follows:—

	No. learning.
Freehand Drawing...	2,869
Infant Lessons	19,547
Object Lessons	17,548
Music	24,769
Sewing (Girls)	14,437
Latin	1,617
Greek	335
Algebra	1,229
Geometry	867
Higher Mathematics	131
Elements of Physical Science	1,798

STATISTICS OF RACE.

7. From the returns of 1882, it was found that the race or colour of 63,595 scholars was specified by the teachers; in the returns of 1885, 63,515 scholars are similarly classified; and although many of those who have been at school are not described at all under either head, the following numbers are suggestive:—

	European or White.	African or Coloured.
Public Schools	12,538	355
Boarding Schools	426	14
Farm Schools	307	Nil
Mission Schools	9,235	28,417
Aborigines ditto	264	11,959
	22,770	40,745

If those scholars who were not classified are distributed in the foregoing proportion, the total number of scholars of European or white race attending school during the year, more or less, was 27,256, and the number of African or coloured races was 48,456.

SCHOOL CENSUS.

8. The European or white population in 1875 was 236,628. Allowing for increase the population in 1885 may be put at 325,000. The number of children of school-going age according to the standard of such a country as Germany would be one-sixth—say 54,000.

Number estimated to be under instruction in Public Schools and Aided Farm Schools	...	...	...	...	...	...	...	27,256
Estimate of number attending private schools in all towns and villages	...	...	...	...	...	...	...	9,000
Estimate of number of children under private tutors and governesses	...	...	...	...	...	...	...	1,500
								37,756

9. The result of the estimate is that out of every 100 European children of school-going age in the Colony, 70 are on the roll of some school. Before the compulsory clauses of the English code were enacted 57 per cent. of those of school-going age were on the school rolls in England and Wales.

10. The task of the Department is to overtake the instruction of some 30 per cent. of the white children of school-going age (5 to 15 years).

11. As a set off to this estimate of colonial deficiencies, it must be noted that boys and girls of twelve or thirteen years of age leave school for employment in business.

12. The number of infants (under seven years of age) actually in school attendance is reported to be 11,099.

RACE AND COLOUR.

13. Many writers about colonial schools have assumed that mission schools are attended only by coloured children, for the most part, of mixed race; but it is noticeable that whilst very few coloured children attend the public schools, no fewer than 9,235 white children are enumerated as in actual attendance in the mission schools, particularly of the larger towns, where the low fee (1d. to 3d. weekly) enables the European artizan to get cheap schooling for his children.

STANDARDS OF ATTAINMENTS.

14. The comparison of the results of inspection and examination in elementary subjects for the last three years indicates progress; the number of scholars classed under the highest standard V. is steadily rising:—

	Schools inspected.	Scholars inspected.	Below.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
1884-5	748	34,971	17,460	6,456	4,934	4,081	1,378	662
1883-4	864	39,771	21,662	7,424	5,108	3,789	1,582	206
1882-3	682	32,209	16,507	6,743	4,186	3,101	1,672	Nil.

CHILDREN UNDER INSTRUCTION ON FARMS.

15. During the first year from the promulgation of the new rules for giving aid towards the instruction of children on farms, only 34 schools were aided; in these were 307 children of whom 296 were present at inspection.

16. The conditions of aid are now generally understood, and the applications are numerous.

17. From July to December 1885, 67 private farm schools were aided; the grants amounted to £857 5s.; the number of scholars was 516; of whom 487 were actually examined by the Inspectors.

18. Of these children, 335 were instructed in English only, 35 in Dutch only, the rest in both languages.

19. The services of the teachers of the public schools in the nearest towns have been most cheerfully rendered in visiting and examining these farm schools; and by their judicious advice and encouragement more suitable

text-books and better methods of teaching will be gradually introduced, and proper accommodation for school and teacher will be provided.

20. From a Resolution of the Honourable the Legislative Council, it appears desirable to give a liberal interpretation to the rule which requires that children should have been under regular instruction for twelve months before any grant is payable; and therefore reasonable periods of vacation as in ordinary schools will be recognised.

HIGHER EDUCATION ACT.

21. From July 1885, the Grey Institute has occupied the position of a first-class public school (higher grade) and with its branch schools at North End and South End is now likely to do more effectual service to the cause of elementary instruction than when aided under the Higher Education Act for advanced classes, connected with the work of the University.

22. The Council of the Graaff-Reinet College has been in communication with this department with the view of placing that institution on the footing of a first-class public school. Hitherto the College under section 28 of Act No. 29 of 1860 has received £400 per annum from the public treasury; but as the development of the College has been always impeded by the absence of any provision for elementary teaching, it is proposed to leave the strictly collegiate studies in abeyance, and to arrange the work in three departments,—primary, intermediate, and superior, under a Principal, Vice-Principal, and qualified Assistants. The new arrangement is proposed to take effect from January 1886.

ATTENDANCE IN COLLEGES.

23. During the year there have been 305 students in the aided colleges; of these 216 were preparing for matriculation; 75 for the B.A., and 14 for the Survey Examinations.

24. The results of the University Examinations in June 1885 were as below:—

Examinations.	College or Institution.	Candidates passed.
B.A.	South African College	3
Do.	Diocesan do.	2
Do.	Stellenbosch do.	1
Do.	St. Andrew's do.	1
Intermediate	South African College	6
Do.	Diocesan do.	1
Do.	Stellenbosch do.	4
Do.	St. Andrew's do.	2
Matriculation	South African College	15
Do.	Diocesan do.	12
Do.	Stellenbosch do.	15
Do.	St. Andrew's do.	13
Survey	South African College	0
Do.	Diocesan do.	1
Do.	Stellenbosch do.	0
Do.	St. Andrew's do.	4

EDUCATIONAL ESTABLISHMENT.

25. The following statements exhibit the working of the whole establishment:—

	1885.		1884.	
	No.	No of Scholars.	No.	No. of Scholars.
Colleges and Departments of Arts	5	305	5	315
Public Schools—Class I. ...	56	6,044	59	5,795
Do. II. ...	81	4,144	85	4,492
Do. III. ...	157	4,561	138	4,017
District Boarding Schools ...	10	461	9	463
Boarding Departments in connection with Public Schools	44	Included in Public Schools.	48	Included in Public Schools.
Mission Schools	398	44,338	418	45,984
Deaf-mute Institutions ...	2	42	2	30
Institutions connected with the training of Teachers ...	5	692	5	573
Aborigines' Day Schools ...	179	12,652	217	12,380
Do. Trade and Boarding Schools ...	23	2,916	21	2,873
Farm Schools... ..	34	307	10	83

26. The teaching staff was composed of 23 professors and lecturers; 254 male teachers and 209 female teachers in public and district boarding schools; and in the ordinary mission schools 247 male and 426 female teachers.

In the aborigines' day schools 204 male and 62 female teachers; in the industrial schools and departments 17 trade teachers, male, and 71 sewing mistresses.

In special institutions 8 male and 4 female teachers.

The number of probationers and pupil teachers was 162; and of normal students, 27.

27. From the returns furnished by the teachers, it appears that 121 teachers report themselves as being employed as clergymen or preachers, and that 7 teachers are reported to draw extra allowances (*e.g.*, as chaplains, postmasters, &c.) from the public revenue. This information is required by Section I, Act 13 of 1865.

EXPENDITURE—(STATE).

28. The State expenditure for public education for the financial year ended 30th June, 1885, was £95,914 13s. 1d.

29. The various direct agencies assisted by grants for the elementary and superior instruction of the children of European or white race, absorbed

£40,000 of the foregoing amount; mission schools for the children of the poorer and coloured classes received £18,000; and the aborigines' day schools and trade institutions received £21,000. The rest of the money has been expended in administration, inspection, school requisites, pupil teachers, and other indirect agencies which are common to all schools.

30. The following are the items of State expenditure and the analysis of the proportionate amounts spent on each:—

ITEMS.	Government Expenditure.			Percentage.
	£	s.	d.	
1. Administration (office)	2,691	3	7	2·81
2. Inspection	4,479	8	6	4·67
3. University and Colleges (Higher Ed. Act)	8,062	10	0	8·41
4. Public and District Boarding Schools and Farm Schools... ..	31,297	9	8	32·62
5. Ordinary Mission Schools	17,944	11	8	18·71
6. Aborigines' Institutions and Schools ...	20,208	0	0	21·07
7. Pupil Teachers and Exam. of Teachers...	4,307	5	1	4·49
8. School Materials—Books, &c.	3,191	0	7	3·33
9. Educational Museum and Art Schools ...	692	14	0	·72
10. Good Service Allowances to Teachers, or Merit Grants... ..	3,040	10	0	3·17
Total	95,914	13	1	100·00

EXPENDITURE—(LOCAL).

31. From the returns furnished by the managers, it appears that the local expenditure for the year was as follows:—

Public Schools	£47,047	9	11
District Boarding Schools and Boarding Departments	22,493	15	3
Mission Schools... ..	18,620	3	11
Aborigines' Institutions and Schools ...	11,448	4	8
Total Local Expenditure	99,609	13	9
Total State Expenditure	95,914	13	1

Grand total 195,524 6 10

COST OF SCHOOL INSTRUCTION.

32. The actual cost of the day school instruction of each scholar in average daily attendance has been £3 1s. 4d. for the year; of this amount, £1 6s. 5d. is derived from Government Grants, £1 14s. 11d. from local sources.

33. In the three large divisions of schools, the respective cost has been as follows:—

	Total cost of each Scholar in average daily attendance.	Cost to Government of each Scholar in average daily attendance.
1. Public Schools	£8 6 8	£3 1 4
2. Mission Schools	1 14 8½	0 17 0½
3. Aborigines' Schools	1 1 5¾	0 15 2½

34. The exceptional expenses for boarding schools and for training institutions with trade-teaching are not included in the above.

35. If, however, these items be added (including the capitation allowances for indigent boarders in the district boarding schools among the agricultural population and the allowances for natives under training in the workshops), the total cost of each scholar in average daily attendance for elementary, superior, and industrial instruction, together with assistance for boarders, has been £4 6s. 4¼d., of which amount the Government has paid £1 15s. 3¾d.

36. Each student in the Colleges aided under the Higher Education Act has cost the Government £15 12s. 3d. for the year.

COMPARATIVE COST OF SCHOOLING.

37. For comparison, the annual cost of each scholar in average daily attendance in other colonies is here given, viz.:—

New Zealand, 1884... ..	£4 16 4
Tasmania, 1884	3 17 5
Queensland, 1884	5 7 8½
New South Wales, 1883	4 5 0
Victoria, 1883	4 8 10
South Australia, 1883	4 4 4
Cape of Good Hope, 1884-5—	
For Day School Instruction only ...	3 1 4
For Day School Instruction, with aid in Boarding and Trade Teaching	4 6 4

TEACHERS' EXAMINATIONS, 1885.

38. The usual examinations were held in June and September.

39. There were 14 candidates for the middle class teacher's certificate: of these 8 obtained the certificate; and a 3rd class (elementary teachers') certificate was given to 6 others. All the candidates were trained at the Normal College, Cape Town.

40. The examination of candidates for the elementary teachers' certificate was held on 29th September and two following days in Cape Town and at 26 other centres:—

267 candidates were present;
13 obtained certificates with honours;
97 obtained certificates of competency;
23 provisional certificates were given to native candidates.

41. A full report of the results of this examination was published by Government Notice (30th October), and it need only be remarked here that notwithstanding the encouragement given to candidates to qualify themselves in the Dutch language, only 63 candidates presented themselves for examination; and of these only 23 passed. On all sides it has been represented that if the knowledge of Dutch be made obligatory, great injustice would be done to English-speaking candidates who have no opportunities of acquiring a knowledge of Dutch, either colloquial or written. The existing arrangements work well and farmers are able to secure tutors and governesses holding the teacher's certificate. Of course those who pass both in English and Dutch have a preference for appointments to country schools; but any fundamental change in the rules would deter the best candidates, and would probably defeat the objects for which the examination was instituted.

42. Many of the candidates obtain the certificate at the age of 16, and it has been found necessary to encourage them to remain as special pupil-teachers for at least an additional year to gain experience. It will be more convenient for candidates to defer their examination until they are fully 17 years of age; and this rule will take effect in 1887.

43. The department has been solicited to add the theory of music to the subjects of examination. As freehand outline drawing which was added in 1884 is now fairly appreciated by the majority of candidates the addition of music as an optional subject in 1887 may be equally successful.

ART SCHOOLS.

44. The art schools in Cape Town, Port Elizabeth and Graham's Town have been in operation throughout the year.

45. The annual competition for certificates of proficiency was held in May; certificates were issued to 122 candidates. The special examiners remarked upon the advanced quality of the work submitted for competition this year, especially in those branches of study which alone can lead to a true perception of form and skilful handling of the pencil or brush, viz.: freehand outline drawing; and drawing and painting from the cast and model.

46. The following statement shows the distribution of work and attendance:—

	Artisans.	Teachers.	General Students.
Art Schools, Cape Town ...	25	33	15
Do. Port Elizabeth ...	24	30	66
Do. Graham's Town...	a few	19	60

INSPECTION OF SCHOOLS.

47. The only change in the staff was the withdrawal in June of the Rev. H. R. Woodrooffe who was acting Inspector of Schools in the territories beyond the Kei. On 10th November the Rev. H. R. Woodrooffe accepted permanently the office of Deputy Inspector in those territories.

48. The four Deputy Inspectors for the Colony have the same circuits as allotted to them last year; their special reports are appended, together with the tabulated results of inspection.

49. Each Deputy Inspector furnishes a monthly report of all inspections, with the fullest details: a summary of the report on each school is at once written out and sent to the manager. This tedious and unsatisfactory arrangement has been adopted owing to the expense of printing the detailed reports which were useful both to the managers and to the teacher and kept the inhabitants of each district acquainted with the state of all their schools.

RETRENCHMENT.

50. Recognising the urgency of the crisis, the officers of this department have loyally co-operated in trying to reduce the expenditure.

51. To save the printing of the detailed reports made by the Inspectors, a large amount of copying has been done which, if account is taken of the time thus occupied and the inconvenience to the managers and to the teachers, results in no real economy.

52. A considerable reduction was made in the votes for school materials and for pupil teachers, and it is to be feared that the efficiency of many a school has been impaired by the withdrawal of the pupil teachers and the curtailment of the usual supplies of books, maps, and other apparatus.

53. The privilege of getting school materials at a reduced rate of charge has of necessity been refused, for the present, to all first class schools.

54. A well-equipped schoolroom is essential to success in teaching; and the parsimony now enforced is felt most keenly in the more remote districts where the expenses of getting proper school requisites are very heavy, and the children are therefore stinted in the ordinary requirements for school-work.

VACATIONS IN SCHOOLS.

55. The subject of unauthorized holidays in the public schools was referred to in the Legislative Council during last session, and it appears that both managers and parents have acquiesced in the laxity with which teachers have observed the Government rules.

56. The appointed vacations are three weeks in December-January, three weeks in June-July, and ten days at the end of the March and September quarters.

57. Day-schools have thus about nine weeks vacation in the year in addition to a whole holiday on Saturday. To boarding schools an extra week is allowed in January and in July.

58. The total number of school days in 1885 was 213, in the respective quarters 55, 53, 50, 55: only during seven-twelfths of the year is school kept; and yet it seems that even with this ample provision for recreation, little real work is done in some schools on the days either of re-opening or of breaking up; and every local bazaar and festivity becomes an excuse for occasional holidays.

59. By vigilance on the part of the Inspectors and by the co-operation of parents these abuses will be corrected.

60. In South Australia, where the climate is quite as trying as it is in South Africa, the Minister controlling education has directed that six weeks holidays be allowed in public schools during the year, viz.: four at Christmas, one at Easter, and one at Michaelmas; with special permission to close schools on Good Friday, the Queen's Birthday, and Accession, and the birthday of the Prince of Wales.—(Acts and Regulations, Education Department, South Australia, 1885).

61. The comparatively low standard of attainments and the defective grounding in elementary subjects of instruction, are no doubt due more or less to the limited school hours and the lengthy periods of vacation.

APPLICATIONS FOR AID.

62. The applications for aid in establishing and maintaining new schools are becoming numerous, and unless a liberal provision is made by the Parliament for the extension of schools, much dissatisfaction and inconvenience must follow. Many applications during the year have, of necessity, been refused owing to want of funds.

63. If however no additional expenditure during the present crisis can be authorized for new schools, it would appear to be fairer to reduce the existing grants *pro rata* than to refuse aid altogether to newly projected schools. I am already acting on this principle in administering the school grants in the territories of Fingoland, Tembuland, and East Griqualand.

SYSTEM OF PUBLIC EDUCATION—A SKETCH.

64. Colonel Bell, Secretary to Government, wrote a Memorandum (August 1837) on the state of the Government free schools and generally on the subject of education in the Colony.

65. This was submitted to Sir John Herschel, then on a visit to the Colony, who replied in a letter addressed to Colonel Bell on 17th February 1838.

66. Colonel Bell had proposed the appointment of a Director-General of public schools; this was supported by Sir John Herschel; and by despatches in December 1838 and January 1839, after personal communication with Sir John Herschel who had returned to England, Lord Glenelg sanctioned the appointment of a Superintendent-General of Education, and the establishment of twelve principal schools under teachers, whose salaries would range from £150 to £300 per annum.

67. In May 1839, Colonel Bell issued a memorandum respecting the
[G. 9—'86.]

new system of primary and secondary schools, about to be introduced; the former being free; the fee in the latter being £4 per annum; the teachers receiving fixed salaries from the public treasury.

68. The teachers were selected in 1840, by Dr. Innes, the Superintendent-General of Education, who proceeded to Scotland for the purpose.

69. In addition to the elementary course, instruction in the classical and scientific departments of a Government school was defined to include:—

1. Latin, Greek, and French.
2. Elements of Mathematics.
3. Application of Mathematics to Mensuration, Surveying, and practical Astronomy.
4. Physical Geography and the outlines of Geology.

70. These schools were open to all, but were chiefly attended by children of the middle and higher classes; other schools about the same time began to be aided to provide for the poorer children, chiefly of coloured race; these were usually known as church clerk and mission schools.

71. This liberal and comprehensive system has of course undergone some modifications to suit the altered circumstances of the Colony; but the main features are still preserved.

72. The growth of the aided school system dates from June 1841 when a memorandum was published of the conditions on which allowances would be granted from the colonial treasury in aid of the funds of mission and certain other schools, *not on the establishment*.

73. The Herschel system of 1839 contemplated Government established schools wholly supported from the public treasury and providing elementary and superior instruction only at the principal centres of population; but concurrently aid was extended to elementary schools in other localities, where the people founded and maintained their own schools.

74. By degrees, from 1859, what had been only a supplement to the Herschel system began to supersede it, and the established schools were discontinued; local co-operation was invited; and the system of grants in aid was specially encouraged and extended.

75. By the Education Acts of 1865 and 1874, the whole machinery was put in motion and the aided system now includes:—

- (1). Colleges in connection with the University.
- (2). Undenominational Public Schools, graded.
- (3). District Boarding Schools among the farmers.
- (4). Private Farm Schools.
- (5). Mission Schools.
- (6). Aborigines' Day Schools and training Institutions for teaching trades to native apprentices.
- (7). The Normal Schools for training young men and women as teachers; and the Art Schools.

LANGHAM DALE,
Superintendent-General of Education.

[TABLE I.]

Accounting Department of the Superintendent-General of Education.

STATE EXPENDITURE FOR PUBLIC EDUCATION FOR THE FINANCIAL YEAR ENDED
30TH JUNE, 1885.

<i>Establishment :—</i>	£	s.	d.	£	s.	d.
Office Staff	2,624	0	0			
Contingencies	67	3	7			
				2,691	3	7
<i>Exclusive of Establishment :—</i>						
Inspectors of Schools	1,783	6	8			
University of the Cape of Good Hope	2,000	0	0			
Do. School and College Bursaries	500	0	0			
South African College	400	0	0			
Graaff-Reinet College	400	0	0			
Educational Museum	92	14	0			
Art Teacher, Cape Town	200	0	0			
Do., Graham's Town	200	0	0			
Do., Port Elizabeth	200	0	0			
Higher Education Act	4,762	10	0			
Undenominational Public Schools ..	27,407	16	4			
District Boarding Schools	3,889	13	4			
Mission Schools	17,944	11	8			
Native Industrial Institutions	9,531	10	0			
Pupil Teachers	3,923	5	0			
Good Service Allowances to Teachers	2,818	10	0			
Transport	1,858	1	10			
Outstanding Advances	500	0	0			
School Requisites	2,730	15	1			
Examinations of Teachers	118	10	1			
				81,261	4	0
<i>Transkei Territories :—</i>						
Transkei	3,970	5	0			
Tembuland	4,291	5	0			
Griqualand East	1,915	0	0			
Good Service Allowances to Teachers	222	0	0			
Pupil Teachers	21	0	0			
Inspectors of Schools	400	0	0			
Transport	438	0	0			
School Requisites	460	5	6			
				11,717	15	6
<i>Pupil Teachers' Fund :—</i>						
(Interest on "Slave Compensation" and "Bible and School Funds") ..				244	10	0
Total				£95,914	13	1

[TABLE II.]

GENERAL STATEMENT OF THE EXPENDITURE <i>exclusive</i> OF THE GOVERNMENT GRANTS, IN THE VARIOUS ORDERS OF SCHOOLS, AS COMPILED FROM RETURNS FURNISHED BY MANAGERS OF SCHOOLS.			
		£	s. d.
Undenominational Public Schools .. .. .	.. .. .	47,047	9 11
District Boarding Schools and Departments .. .. .	.. .. .	22,493	15 3
Mission Schools .. .. .	.. .. .	18,620	3 11
Aborigines' Institutions and Schools .. .. .	.. .. .	11,449	4 8
Total Local Expenditure .. .. .	.. .. .	£99,609	13 9
<hr/>			
Total Local Expenditure .. .. .	.. .. .	99,609	13 9
Total State Expenditure .. .. .	.. .. .	95,914	13 1
		£195,524	6 10

TABLE III.

UNDENOMINATIONAL PUBLIC SCHOOLS.

TABLE III—UNDENOMINATIONAL

	CLASS I.						
	1	2	3	4	5	6	
	Alexandria (Girls).	Aliwal North.	Bedford (Boys).	Bedford (Girls).	Burghersdorp.	Caledon (Girls).	Caledon Preparatory Dept.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	100 0 0	275 0 0	225 0 0	100 0 0	325 0 0	112 10 0	30 0 0
Amount of Grant actually issued	100 0 0	225 0 0	225 0 0	100 0 0	325 0 0	112 10 0	30 0 0
School Fees ..	102 18 3	..	338 15 0	133 2 6	546 6 2	124 0 0	33 0 0
Voluntary Contributions ..	49 8 9	..	..	..	17 14 10	9 3 9	..
From other sources ..	44 10 0	225 0 0	..	..	65 7 3	..	..
Total ..	296 17 0	450 0 0	563 15 0	233 2 6	953 8 3	245 13 9	63 0 0
Rate of School Fee per month ..	4/ to 10		4/2 and 12/6	7/ and 14/	1/6 to 3/4	3/4 to 10/	1/6
No. on the Roll, Boys ..	..		48	..	71	..	16
Do. Girls ..	39		..	23	66	41	32
Do. Total ..	39		48	23	137	41	48
No. learning to read English ..	29		48	23	137	41	48
Do. do. Dutch ..	18		..	..	137	..	10
Do. to write from Copy ..	27		48	23	106	41	23
Do. Arithmetic S. Rules ..	10		13	8	63	1	17
Do. do. H. Rules ..	16		35	15	74	40	6
Do. Geometry ..	..		15	..	12	..	..
Do. Algebra ..	..		15	..	12	..	..
Do. Higher Mathematics ..	..		..	..	..	..	..
Do. Physical Science ..	..		23	15	8	..	..
Do. Geography ..	17		47	15	106	41	23
Do. History ..	12		41	15	76	34	..
Do. English Grammar and Composition ..	17		47	21	106	41	23
Do. Latin ..	..		27	..	25	..	..
Do. Greek ..	..		4	..	7	..	..
Do. Music ..	10		..	10	..	22	5
Do. Drawing ..	26		21	8	30	7	..
Do. Sewing (Girls) ..	27		..	23	..	41	..
Do. Infant Lessons ..	3		..	2	35	..	48
Do. Object Lessons ..	..		21	15	55	41	48
No. of Teachers. (Master ..	..	1	1	..	1	..	..
Mistress ..	1	..	..	1	..	1	1
Assistants ..	1	2	1	..	3	1	..

PUBLIC SCHOOLS.

CLASS I.—continued.								
7	8	9	10	11	12		13	14
Cape Town S. A. College School.	Carnarvon.	Cathcart.	Clanwilliam.	Cradock (Boys).	Cradock (Girls).	Cradock Preparatory Dept.	Dordrecht.	Fort Beaufort.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
400 0 0	155 0 0	200 0 0	175 0 0	350 0 0	295 0 0	70 0 0	200 0 0	175 0 0
400 0 0	132 10 0	200 0 0	175 0 0	287 10 0	240 0 0	35 0 0	200 0 0	175 0 0
769 0 0	83 12 6	210 12 2	197 10 6	546 18 5	481 19 6	118 15 11	245 5 0	234 15 0
..	95 0 0	..	35 0 0	..	..	..	..	..
..	14 8 0	19 4 0	..	..	203 17 3	..	..	20 4 4
1,169 0 0	325 10 6	429 16 2	407 10 6	834 8 5	925 16 9	153 15 11	445 5 0	429 19 4
13/4 to 23/4	5/ and 10/	8/4 to 15/	7/6 and 14/	10/ and 13/4	6/8 to 11/8		6/8 to 17/	5/ to 10/
107	12	42	25	79	..	50	66	51
..	24	15	22	..	78	62	..	22
107	36	57	47	79	78	112	66	73
107	36	57	28	79	78	112	51	73
45	18	..	1	38	38	..	3	..
107	36	53	38	79	78	6	59	73
57	9	31	20	30	16	69	5	22
50	27	41	22	50	72	..	51	20
51	1	2	8	12	8	..	18	23
54	6	2	16	7	8	..	23	..
..	..	3	..	1	..	..	3	..
51	15	4	16	28	..	..	..	23
107	26	42	33	79	78	69	51	55
107	20	19	24	28	78	69	45	40
107	26	19	24	65	78	22	45	40
99	3	7	24	20	8	..	14	38
27	..	7	7	7	..	..	2	..
..	13	..	..	79	43	112	..	..
96	17	..	..	28	42	..	..	..
..	16	15	..	..	78	112	..	..
..	..	7	4	..	..	112	..	..
..	..	..	..	33	35	112	..	..
1	1	1	1	1	..	..	1	1
3	1	1	1	2	3	1	1	1

TABLE III.—UNDENOMINATIONAL

	CLASS I.—continued.						
	15	16	17	18	19	19	19
	George, Boys.	George, Girls.	Graaff-Reinet, Girls (Midland Seminary.)	Graham's Town.	Graham's Town, Preparatory Dept.	King Wm's Town, Boys, Dale College.	King Wm's Town, Preparatory Dept.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	150 0 0	175 0 0	225 0 0	650 0 0	75 0 0	780 0 0	Included in No. 19.
Amount of Grant actually issued	150 0 0	175 0 0	225 0 0	575 0 0	75 0 0	767 10 0	..
School Fees ..	190 12 7	251 8 0	633 7 3	..	..	977 10 2	..
Voluntary Contributions ..	..	..	..	..	..	99 17 0	..
From other sources ..	..	40 3 6	..	1026 6 6*	..	211 6 1	..
Total ..	340 12 7	466 11 6	858 7 3	1,596 6 6	75 0 0	2,056 3 3	..
Rate of School Fee per month ..	5/0 to 15/0	3/6 to 10/0	5/0 to 11/8	* Not included in total—received too late.		2/0 to 28/0	
No. on the Roll, Boys ..	42	1	17	No Return.		164	90
Do. Girls ..	..	56	94	No Return.		..	30
Do. Total ..	42	57	111	No Return.		164	120
No. learning to read English ..	42	57	107	No Return.		164	94
Do. do. Dutch ..	40	20	..	No Return.		..	..
Do. to write from Copy ..	42	57	84	No Return.		..	..
Do. Arithmetic, S. Rules ..	2	21	31	No Return.		164	94
Do. do. H. Rules ..	40	36	68	No Return.		30	43
Do. Geometry ..	7	13	7	No Return.		134	61
Do. Algebra ..	7	13	4	No Return.		30	..
Do. Higher Mathematics ..	1	..	77	No Return.		30	2
Do. Physical Science ..	4	13	77	No Return.		..	..
Do. Geography ..	34	40	73	No Return.		164	61
Do. History ..	33	40	68	No Return.		130	..
Do. English Grammar and Composition ..	39	36	77	No Return.		164	61
Do. Latin ..	8	..	4	No Return.		70	..
Do. Greek ..	3	..	..	No Return.		28	..
Do. Music ..	..	45	41	No Return.		..	..
Do. Drawing ..	..	20	111	No Return.		..	..
Do. Sewing (Girls) ..	..	56	89	No Return.		35	..
Do. Infant Lessons ..	..	..	34	No Return.		..	28
Do. Object Lessons ..	..	25	111	No Return.		..	26
No. of Teachers. { Master ..	1	..	..	1	1	1	1
{ Mistress ..	..	1	1	..	..	..	..
{ Assistants ..	..	3	3	2	..	4	1

PUBLIC SCHOOLS.

CLASS I.—continued.								
20	21	22	23	24	24	25	26	27
King Wm's Town, Girls (Kaffrarian Collegiate.)	Kokstad.	Komgha, Boys.	Komgha, Girls.	Malmesbury.	Malmesbury, Preparatory Dept.	Middelburg.	Montagu.	Mossel Bay.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
400 0 0	125 0 0	200 0 0	100 0 0	280 0 0	60 0 0	227 10 0	205 0 0	187 10 0
362 10 0	31 5 0	200 0 0	100 0 0	240 0 0	30 0 0	227 10 0	205 0 0	187 10 0
1,692 3 9	..	197 19 11	..	373 10 6	..	276 12 0	205 0 0	180 13 0
..	..	..	..	..	Included in No. 24.	..	..	96 14 6
209 14 11	31 5 0	8 4 4	100 0 0	..	..	..	..	148 5 11
2,264 8 8	62 10 0	406 4 3	200 0 0	613 10 6	30 0 0	504 2 0	410 0 0	613 3 5
7/0 to 21/0	7/6 to 15/0		2/6 to 10/0		6/0 to 10/0		4/0	5/0 to 10/0
15	41		15		53		76	34
123	..		15		32		40	..
138	41		15		62		93	141
113	33		15		53		88	130
..	..		15		..		75	130
123	41		15		53		88	102
34	32		4		53		36	88
104	32		11		..		57	53
13	2		..		..		8	12
13	3		..		..		8	12
..
75	18		..		..		3	14
111	41		12		..		69	102
111	22		10		..		65	98
99	32		8		..		65	102
3	3		..		..		22	12
..	..		..		..		..	5
43	..		..		..		8	11
27	22		..		..		53	..
137	..		..		..		21	15
24	..		..		..		5	..
137	..		..		..		21	..
..	1	1	..	1	..	1	1	1
1	..	..	1	..	1	..	..	..
5	..	1	..	1	1	2	2	1

TABLE III.—UNDENOMINATIONAL

	CLASS I.—continued.						
	28	29	30	31	32	33	
	Murrays- burg.	Murrays- burg, Girls.	Oudtshoorn, Boys.	Oudtshoorn, Girls.	Oudtshoorn Preparatory Dept. (South End)	Paarl (Boys).	Paarl (Girls).
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	325 0 0	75 0 0	200 0 0	155 0 0	30 0 0	287 10 0	225 0 0
Amount of Grant actually issued	256 5 0	56 5 0	200 0 0	155 0 0	15 0 0	278 2 6	212 10 0
School Fees ..	..	..	250 7 8	215 9 8	..	347 15 1	584 19 2
Voluntary Contributions ..	..	..	20 0 0	..	..	14 14 0	14 14 0
From other sources ..	256 5 0	56 5 0	2,059 17 9	10 1 3	15 0 0	45 14 8	21 9 8
Total ..	512 10 0	112 10 0	2,530 5 5	380 10 11	30 0 0	686 6 3	833 12 10
Rate of School Fee per month ..			2/6 to 15/0	5/0 to 10/0		5/0 to 15/0	3/0 to 10/0
No. on the Roll, Boys ..	71		68	..	9	75	13
Do. Girls ..	39		..	60	18	..	67
Do. Total ..	110		68	60	27	75	80
No. learning to read English ..	110		68	59	17	75	77
Do. do. Dutch ..	88		25	25	10	70	59
Do. to write from Copy ..	88		52	47	17	37	47
Do. Arithmetic, S. Rules ..	25		38	29	15	5	44
Do. do. H. Rules ..	65		30	25	6	70	18
Do. Geometry ..	20		5	..	..	28	..
Do. Algebra ..	20		4	3	..	28	8
Do. Higher Mathematics ..	4		..	..	..	..	..
Do. Physical Science ..	20		..	..	..	43	18
Do. Geography ..	110		30	40	7	70	77
Do. History ..	61		30	28	7	56	49
Do. English Grammar and Composition ..	61		30	28	7	75	64
Do. Latin ..	38		11	..	..	41	..
Do. Greek ..	20		4	..	..	10	..
Do. Music ..	110		68	19	14	..	22
Do. Drawing ..	..		64	60	4	..	19
Do. Sewing (Girls) ..	39		..	41	8	..	52
Do. Infant Lessons ..	..		..	19	9	..	20
Do. Object Lessons ..	..		38	19	6	37	42
No. of Teachers { Master ..	1	..	1	..	..	1	..
{ Mistress ..	..	1	..	1	1	..	1
{ Assistants ..	1	..	2	2	..	2	3

Closed 31.3.85.

PUBLIC SCHOOLS.

CLASS I.—continued.								
34	35	36	37				38	39
Panmure (East London)	Peddie.	Piquetberg.	Port Elizabeth Grey Institute	Port Elizabeth Elementary Dept.	Port Elizabeth North End Branch School	Port Elizabeth South End Branch School	Queenstown (Boys).	Queenstown (Girls).
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
625 0 0	125 0 0	210 0 0	565 0 0	included in	..	No. 37.	441 0 0	80 0 0
518 2 6	125 0 0	210 0 0	565 0 0	..	..	..	410 5 0	60 0 0
564 12 4	139 18 9	10 5 0	591 13 9	279 19 6	201 19 8	215 12 6	872 13 2	Included in No. 38.
24 19 0	..	228 7 6	..	..	..	..	..	..
..	6 0 0	27 8 8	1,044 0 0	..	30 0 0	..	..	..
1,107 13 10	270 18 9	476 1 2	2,200 13 9	279 19 6	231 19 8	215 12 6	1282 18 2	60 0 0
	3/4 to 10/0	5/0 & 7/6	14/0 & 17/6	8/9	2/6 to 5/0	3/0 to 5/0		
68	37	39	98	94	111	60	114	
42	28	29	..	..	65	42	72	
110	65	68	98	94	176	102	186	
110	65	68	98	94	176	102	186	
..	36	61	..	..	..	..	..
102	65	54	98	94	134	74	173	
33	45	21	..	37	88	52	75	
69	28	47	98	57	88	29	91	
20	5	7	54	..	6	..	26	
19	21	19	54	..	6	..	91	
3	..	..	..	..	..	..	..
28	41	19	..	..	..	..	..
68	49	43	98	94	88	43	173	
28	49	18	98	42	20	32	124	
68	52	37	98	70	88	29	173	
34	9	28	98	42	6	..	23	
14	..	4	..	..	..	..	3	
30	..	..	..	..	..	..	32	
81	65	31	10	..	..	38	31	
39	28	..	..	..	65	44	54	
21	17	9	..	..	120	12	..	
..	..	23	..	..	120	72	29	
1	1	1	1	1	1	1	1	
4	..	1	1	..	1	2	4	

Included in No. 38.

TABLE III.—UNDENOMINATIONAL

	CLASS I.—continued.						
	Queen's Town, Preparatory Dept.	40 Richmond (Boys.)	41 Richmond (Girls).	42 Riversdale (Boys).	43 Riversdale (Girls).	44 Robertson.	45 Seymour.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant..	125 0 0	200 0 0	75 0 0	150 0 0	130 0 0	311 0 0	125 0 0
Amount of Grant actually issued	93 15 0	200 0 0	75 0 0	145 16 8	130 0 0	311 0 0	125 0 0
School Fees ..	Included in No. 38.	360 0 0	50 0 0	168 2 6	169 4 0	312 19 6	158 15 0
Voluntary Contributions	..	..	..	42 0 0	3 2 6	40 10 0	..
From other sources ..	..	..	25 0 0	52 14 6	4 10 0	..	..
Total ..	93 15 0	560 0 0	150 0 0	408 13 8	306 16 6	674 9 6	283 15 0
Rate of School Fee per month ..		8/4	8/4		3/ to 10/	2/6 to 5/	3/4 to 10/
No. on the Roll, Boys ..		66	..	46	11	122	30
Do. Girls ..		..	23	..	45	109	33
Do. Total ..		66	23	46	56	231	63
No. learning to read English ..		63	23	45	54	177	47
Do. do. Dutch ..		62	20	1	..	201	..
Do. to write from Copy ..		66	20	46	42	189	44
Do. Arithmetic, S. Rules ..		25	11	5	29	94	24
Do. do. H. Rules ..		41	12	41	20	110	25
Do. Geometry ..		16	..	7	..	13	7
Do. Algebra ..		14	..	18	..	17	11
Do. Higher Mathematics ..		..	..	..	..	..	..
Do. Physical Science ..		32	..	40	..	29	11
Do. Geography ..		63	18	40	31	110	26
Do. History ..		32	11	40	11	54	19
Do. English Grammar and Composition ..	Included in No. 38.	63	18	40	31	110	18
Do. Latin ..		16	..	17	..	23	11
Do. Greek ..		3	..	2	..	4	..
Do. Music ..		..	..	46	12	54	..
Do. Drawing ..		..	..	46	23	..	..
Do. Sewing (Girls) ..		..	23	..	43	69	20
Do. Infant Lessons ..		3	..	..	3	27	17
Do. Object Lessons ..		..	..	46	33	12	..
No. of Teachers. { Master ..		1	..	1	..	1	1
{ Mistress ..		..	1	..	1	..	..
{ Assistants ..		1	..	..	2	3	..

PUBLIC SCHOOLS.

CLASS.—continued.								
46	47	48	49	50	51	52	53	54
Somerset East (Gill College)	Stellenbosch (Boys).	Stellenbosch (Girls). (Bloemhof).	Swellendam (Boys).	Swellendam (Girls).	Tarkastad (Boys).	Tarkastad (Girls).	Uitenhage.	Wellington (Boys).
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
325 0 0	675 0 0	395 0 0	185 0 0	205 0 0	200 0 0	225 0 0	300 0 0	330 0 0
325 0 0	675 0 0	395 0 0	185 0 0	205 0 0	100 0 0	225 0 0	300 0 0	305 0 0
272 0 0	1,128 9 1	663 14 0	238 17 6	267 16 9	..	370 9 9	..	504 11 6
..	..	..	1 10 0	29 0 0	..	49 0 0	..	414 17 3
775 0 0	..	9 7 6	28 6 6	..	100 0 0	208 17 1	300 0 0	272 4 8
1,372 0 0	1,803 9 1	1,068 1 6	453 14 0	501 16 9	200 0 0	853 6 10	600 0 0	1496 13 5
10/ to 20/		3/4 to 15/	5/ to 20/	3/ to 12/6		3/6 to 15/		5/ to 12/
70	122	14	42	18		15	46	153
..	..	159	..	82		66	25	..
70	122	173	42	100		81	71	153
70	122	173	42	100		76	71	153
43	122	165	22	46		41	..	152
66	92	101	42	68		66	64	132
14	30	54	18	19		38	24	20
56	92	113	24	62		26	47	133
14	58	4	8	..		..	5	56
14	58	21	8	..		..	5	60
2	11	..	..	..		..	..	..
36	58	64	3	..		12	9	..
66	122	139	38	66		34	47	95
36	122	139	38	53		21	28	116
70	122	139	38	66		55	47	132
48	112	43	20	..		..	8	61
14	58	1	8	..		..	..	46
..	..	173	..	39		31	..	153
..	93	167	38	55		24	..	14
..	..	89	..	68		70	..	..
..	..	34	..	19		28	7	..
..	..	43	..	40		27	17	..
1		..	1	..		..	1	1
2	1	1	1	1	1	1	2	3

TABLE III—UNDENOMINATIONAL

	CLASS I.—continued.				CLASS II.		
	55	56	57		58	59	60
	Wellington. (Girls).	Worcester (Boys).	Worcester (Girls).	Worcester Preparatory Dept.	Aberdeen.	Salem (Boys).	Salem Girls.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	405 0 0	275 0 0	425 0 0	60 0 0	150 0 0	130 0 0	50 0 0
Amount of Grant actually issued	405 0 0	275 0 0	425 0 0	45 0 0	137 10 0	123 15 0	50 0 0
School Fees ..	551 4 9	328 10 0	297 12 9	24 12 0	182 4 0	174 0 0	66 10 0
Voluntary Contributions ..	..	..	..	..	44 6 0	..	..
From other sources ..	13 15 3	68 16 8	174 12 9	..	..	..	..
Total ..	970 0 0	672 6 8	897 5 6	69 12 0	364 0 0	297 15 0	116 10 0
Rate of School Fee per month ..	4/6 to 1	5/ to 11/8	2/6 to 7/6	2/ and 3/;	4/ to 7/	5/ to 15/	5/0 & 10/0
No. on the Roll, Boys ..	52	64	37	15	37	33	6
Do. Girls ..	226	..	136	23	34	5	17
Do. Total ..	278	64	173	38	71	28	23
No. learning to read English ..	252	64	173	20	71	38	23
Do. do. Dutch ..	216	59	120	..	37	..	..
Do. to write from Copy ..	252	64	127	15	61	38	21
Do. Arithmetic, S. Rules ..	83	9	17	9	22	5	8
Do. do. H. Rules ..	150	55	90	..	49	33	15
Do. Geometry ..	..	36	6	..	8	6	..
Do. Algebra ..	..	36	10	..	10	5	2
Do. Higher Mathematics ..	..	7	..	..	..	..	..
Do. Physical Science ..	61	36	..	..	1	14	4
Do. Geography ..	211	64	107	9	63	32	18
Do. History ..	181	36	69	..	17	32	18
Do. English Grammar and Composition ..	170	64	90	9	52	32	14
Do. Latin ..	54	29	7	..	10	8	..
Do. Greek ..	..	26	..	..	1	2	..
Do. Music ..	278	53	173	..	..	..	5
Do. Drawing ..	278	..	173	..	3	..	..
Do. Sewing (Girls) ..	226	..	136	..	34	..	16
Do. Infant Lessons ..	26	..	31	12	13	..	4
Do. Object Lessons ..	197	27	82	12	..	..	19
No. of Teachers. (Master ..	..	1	..	..	1	1	..
(Mistress ..	1	..	1	1	..	..	1
(Assistants ..	5	2	6	1	1	1	..

PUBLIC SCHOOLS.

CLASS II.—continued.								
61	62	63	64	65	66	67	68	69
Riebeeck East.	Venterstad.	Alexandria.	Lady Grey.	Barkly East.	Cathcart West.	Port Alfred East.	Southwell.	Clumber.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
105 0 0	160 0 0	75 0 0	130 0 0	220 0 0	100 0 0	90 0 0	105 0 0	75 0 0
105 0 0	160 0 0	75 0 0	130 0 0	162 10 0	100 0 0	86 5 0	105 0 0	75 0 0
150 3 3	253 10 0	78 15 9	224 0 0	..	0 18 0	125 0 0	118 10 0	69 0 10
..	..	26 4 3	3 3 0	..	171 1 6	4 10 0	..	1 0 0
8 16 9	1 1 0	..	81 2 5	162 10 0	20 10 6	..	..	5 19 2
264 0 0	414 11 0	180 0 0	438 5 5	325 0 0	292 10 0	215 15 0	223 10 0	151 0 0
5/ to 10/	8/4 and 10/	2/6 to 10/	5/ to 10/	..	..	8/4	4/10 to 6/10	3/ to 5/6
29	60	20	28	40	27	17	18	21
26	41	8	43	23	21	20	22	33
55	101	28	71	63	48	37	40	54
54	94	28	70	63	27	36	40	54
54	101	10	57	41	34	..	..	..
33	85	24	71	53	36	23	40	42
55	61	18	65	32	23	10	10	22
17	38	10	31	31	9	24	30	31
1	..	..	..	..	..	6	4	..
4	5	4	..	..	2	6	3	..
..
..	20	2	..	..	..	..	20	20
25	55	19	31	31	26	29	31	38
12	23	10	6	..	8	12	28	38
25	42	15	31	31	14	25	31	38
6	..	6	..	..	..	12	4	2
1	..	..	..	..	..	..	..	..
..	69	..	71	..	48	23	..	5
14	..	3	..	..	12	18	..	2
..	41	6	43	23	..	..	22	..
..	2	6	..	..	13	..	..	..
..	47	..	..	..	85	..	34	22
1	1	1	1	1	1	1	1	1
..
1	1	..	1	3	..	1	1	..

TABLE III.—UNDENOMINATIONAL

	CLASS II.—continued.						
	70	71	72	73	74	75	76
	Port Alfred West.	Shaw Park.	Bredasdorp.	Caledon (Boys).	Durbanville.	Woodstock.	Wynberg.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	75 0 0	87 10 0	100 0 0	125 0 0	75 0 0	120 0 0	140 0 0
Amount of Grant actually issued	75 0 0	87 10 0	81 5 0	112 10 0	75 0 0	121 13 4	113 6 8
School Fees ..	49 4 0	90 0 0	110 5 6	140 0 0	63 13 7	196 3 9	160 18 6
Voluntary Contributions ..	49 16 0	..	6 10 0	..	134 15 7	33 10 0	..
From other sources ..	..	5 13 7	13 9 11	..	3 3 0	17 0 0	..
Total ..	174 0 0	183 3 7	211 10 5	252 10 0	276 12 2	368 7 1	274 5 2
Rate of School Fee per month ..	2/6 to 5/0	3/4 to 5/8	3/0 to 10/0	5/0 to 11/8	3/0 to 7/6	3/0 to 10/0	5/0 to 15/0
No. on the Roll, Boys ..	16	23	28	28	38	48	49
Do. Girls ..	24	21	11	..	..	25	..
Do. Total ..	40	44	39	28	38	73	49
No. learning to read English ..	40	44	39	28	38	73	49
Do. do. Dutch ..	..	..	21	18	..	..	18
Do. to write from Copy ..	23	38	37	20	36	61	49
Do. Arithmetic, S. Rules ..	19	35	11	..	24	32	6
Do. do. H. Rules ..	12	9	28	28	14	29	43
Do. Geometry ..	..	9	3	9	5	5	12
Do. Algebra ..	..	9	9	9	5	11	12
Do. Higher Mathematics ..	..	..	..	..	..	..	..
Do. Physical Science ..	..	9	9	9	6	..	5
Do. Geography ..	12	38	29	19	18	40	49
Do. History ..	1	9	23	28	14	19	38
Do. English Grammar and Composition ..	18	38	29	28	18	50	49
Do. Latin ..	1	9	7	18	5	6	6
Do. Greek ..	..	..	..	9	3	..	..
Do. Music ..	34	44	39	..	..	63	..
Do. Drawing ..	12	44	28	..	10	50	..
Do. Sewing (Girls) ..	11	21	..	..	..	13	..
Do. Infant Lessons ..	16	9	..	..	..	23	..
Do. Object Lessons ..	..	9	..	..	8	23	..
No. of Teachers. (Master ..	1	1	1	1	1	1	1
(Mistress ..	..	..	..	..	..	..	..
(Assistants ..	..	..	..	..	..	1	1

PUBLIC SCHOOLS.

CLASS. II.—continued.								
77	78	79	80	81	82	83	84	85
Philadelphia	Green Point Boys.	Green Point, Girls.	Colesberg.	Phillipstown.	Maraisburg.	East London	Adelaide.	Sutherland.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
75 0 0	75 0 0	90 0 0	130 0 0	100 0 0	75 0 0	176 0 0	175 0 0	100 0 0
75 0 0	75 0 0	75 0 0	121 0 0	100 0 0	56 5 0	147 0 0	175 0 0	100 0 0
..	292 3 6	Included in No. 78.	270 2 3	..	..	140 0 10	135 0 0	..
90 3 0	..	..	..	..	..	..	..	..
7 19 11	52 2 2	..	80 14 7	100 0 0	56 5 0	21 16 3	4 0 0	100 0 0
173 2 11	419 5 8	75 0 0	471 16 10	200 0 0	112 10 0	308 17 1	314 0 0	200 0 0
	4/6 to 10/0		5/0 to 15/0			2/6 to 10/0	2/6 to 10/0	
22	34	12	31	31		55	38	20
16	..	36	25	19		24	14	23
38	34	48	56	50		79	52	43
32	34	48	56	50		79	37	36
20	14	12	..	23		..	..	35
37	34	43	49	35		57	37	35
22	9	27	24	35		44	34	22
16	25	8	32	15		35	16	21
1	..	..	..	..		4	..	4
3	14	..	11	..		8	2	4
..	..	..	..	..		..	..	1
11	..	8	9	..		12	..	5
26	29	35	32	31		46	32	24
12	15	20	32	19		14	30	16
24	28	28	32	19		46	24	24
4	15	11	..	..		7	10	5
1	..	..	..	..		..	..	..
..	..	..	56	50		79	..	43
..	20	..	32	..		14	..	..
..	..	27	25	..		24	11	..
2	..	20	17	..		24	15	10
..	33	48	56	50		48	..	..
1	1	..	..	1		1	1	1
..	..	1	1	..		..	..	..
..	..	1	1	..		1	1	..

TABLE III.—UNDENOMINATIONAL

	CLASS II.—continued.						
	86	87	88	89	90	91	92
	New Bethesda.	Hanover.	Hope Town.	Humansdorp.	Jansenville.	Newton.	Beaconsfield.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	100 0 0	130 0 0	130 0 0	100 0 0	75 0 0	220 0 0	120 0 0
Amount of Grant actually issued	100 0 0	90 0 0	115 0 0	50 0 0	75 0 0	205 0 0	30 0 0
School Fees ..	34 12 0	..	172 17 0	..	114 4 7	118 2 6	53 12 3
Voluntary Contributions ..	5 19 6	..	..	..	..	11 0 0	..
From other sources ..	188 19 3	90 0 0	152 14 9	50 0 0	5 13 3	25 18 9	..
Total ..	329 10 9	180 0 0	440 11 9	100 0 0	194 17 10	360 1 3	83 12 3
Rate of School Fee per month ..	1/0 to 5/0		5/0 to 9/0		2/6 to 10/0	5/0 to 12/6	5/0 to 15/0
No. on the Roll, Boys ..	28	34	26		26	32	38
Do. Girls ..	26	23	25		..	15	24
Do. Total ..	54	57	51		26	47	62
No. learning to read English ..	51	57	47		20	44	57
Do. do. Dutch ..	54	52	21		15	..	20
Do. to write from Copy ..	51	52	26		23	34	40
Do. Arithmetic, S. Rules ..	28	52	21		7	17	33
Do. do. H. Rules ..	23	26	13		14	27	2
Do. Geometry ..	..	..	4		..	..	..
Do. Algebra ..	4	6	4		..	..	..
Do. Higher Mathematics ..	..	..	..		..	..	..
Do. Physical Science ..	9	..	4		..	..	..
Do. Geography ..	22	35	21		12	33	16
Do. History ..	9	13	17		8	11	5
Do. English Grammar and Composition ..	22	39	17		12	21	17
Do. Latin ..	3	4	4		5	..	..
Do. Greek ..	..	..	..		..	..	..
Do. Music ..	..	7	41		26	44	..
Do. Drawing ..	..	12	15		5	5	..
Do. Sewing (Girls) ..	..	11	13		..	13	11
Do. Infant Lessons ..	..	4	11		..	6	43
Do. Object Lessons ..	..	..	17		..	23	..
No. of Teachers { Master ..	1	1	1		1	1	1
{ Mistresses ..	..	..	..		..	..	..
{ Assistants ..	..	1	1		..	2	2

PUBLIC SCHOOLS.

	CLASS II.—continued.								
	93	94	95	96	97	98	99	100	101
	Frankfort.	Kei Road.	Knysna, Boys.	Knysna, Girls.	Lady Smith.	Steenberg's Cove.	Riebeeck's Kasteel.	Darling.	Hopefield.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	105 0 0	75 0 0	75 0 0	50 0 0	137 10 0	75 0 0	105 0 0	75 0 0	105 0 0
Amount of Grant actually issued	105 0 0	75 0 0	75 0 0	50 0 0	118 15 0	37 10 0	105 0 0	75 0 0	105 0 0
School Fees ..	90 0 0	114 5 0	..	..	150 0 0	..	48 9 0	69 10 0	155 17 1
Voluntary Contributions ..	..	..	..	..	19 10 0	..	52 14 9	34 0 0	8 2 11
From other sources ..	..	7 2 10	75 0 0	50 0 0	10 0 0	37 10 0	47 17 8	38 1 5	..
Total ..	195 0 0	196 7 10	150 0 0	100 0 0	298 5 0	75 0 0	254 1 5	216 11 5	269 0 0
Rate of School Fee per month ..	2/6	5/0 to 13/4			2/6 and 5/0		6d. to 3/0	5/0 & 7/6	2/6 to 7/6
No. on the Roll, Boys ..	52	9	57	..	50		25	14	25
Do. Girls ..	40	5	..	27	36		26	14	22
Do. Total ..	92	24	57	27	86		51	28	47
No. learning to read English ..	90	24	57	27	82		42	28	46
Do. do. Dutch ..	..	..	..	..	37		51	28	47
Do. to write from Copy ..	45	22	57	26	58		49	28	38
Do. Arithmetic, S. Rules ..	..	9	23	5	52		11	11	9
Do. do. H. Rules ..	..	14	34	21	34		36	17	36
Do. Geometry ..	..	1	..	..	3		..	5	4
Do. Algebra ..	..	2	7	..	3		..	5	7
Do. Higher Mathematics ..	..	..	7	..	..		..	..	..
Do. Physical Science ..	..	9	7	9	..		..	8	26
Do. Geography ..	64	15	50	22	58		36	17	38
Do. History ..	..	9	24	22	34		22	5	26
Do. English Grammar and Composition ..	64	9	50	22	58		36	17	32
Do. Latin ..	..	7	2	..	3		..	..	5
Do. Greek ..	..	..	..	..	..		..	..	..
Do. Music ..	92	..	57	10	86		51	28	47
Do. Drawing ..	..	..	..	..	1		22	..	47
Do. Sewing (Girls) ..	..	..	..	12	36		14	14	22
Do. Infant Lessons ..	..	..	..	1	7		2	..	4
Do. Object Lessons ..	..	..	57	..	28		15	..	..
No. of Teachers { Master ..	1	1	1	..	1		1	1	1
{ Mistresses ..	..	..	..	1	..		..	..	..
{ Assistants ..	4	..	..	..	1		1	..	1

TABLE III.—UNDENOMINATIONAL

	CLASS II.—continued.						
	102	103	104	105	106	107	108
	Riebeck West.	Langebaan.	Hooikraal.	Ookiep.	Calitzdorp.	Jan Fourie's Kraal.	French Hoek
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant..	105 0 0	75 0 0	120 0 0	130 0 0	135 0 0	75 0 0	90 0 0
Amount of Grant actually issued	100 0 0	75 0 0	120 0 0	111 5 0	112 10 0	75 0 0	90 0 0
School Fees ..	112 4 0	120 0 0	49 18 0	148 7 0	175 10 8	90 10 0	102 8 0
Voluntary Contributions ..	..	..	75 0 0	55 17 6	..	..	..
From other sources ..	19 7 0	8 0 0	4 5 3	..	45 10 7	..	22 16 11
Total ..	231 11 0	203 0 0	249 3 3	315 9 6	333 11 3	165 10 0	215 4 11
Rate of School Fee per month ..	3/ and 6/	10/	1/ and 4/	5/	..	5/	2/ to 5/
No. on the Roll, Boys ..	27	18	27	43	35	26	42
Do. Girls ..	36	6	37	19	26	24	30
Do. Total ..	63	24	64	62	61	50	72
No. learning to read English ..	54	24	47	62	58	22	71
Do. do. Dutch ..	57	22	55	..	45	50	72
Do. to write from Copy ..	57	24	55	61	61	31	56
Do. Arithmetic, S. Rules ..	20	7	16	32	33	32	16
Do. do. H. Rules ..	37	17	34	22	28	16	56
Do. Geometry ..	3	6	..	4	2	..	10
Do. Algebra ..	3	..	..	5	5	..	8
Do. Higher Mathematics ..	..	..	..	..	..	..	..
Do. Physical Science ..	17	9	..	8	16	..	34
Do. Geography ..	41	24	29	54	37	24	49
Do. History ..	17	5	10	29	16	4	34
Do. English Grammar and Composition ..	37	16	25	43	37	10	51
Do. Latin ..	3	13	3	11	5	..	16
Do. Greek ..	..	..	..	..	..	..	..
Do. Music ..	..	24	3	..	..	..	..
Do. Drawing ..	..	..	6	..	..	..	14
Do. Sewing (Girls) ..	..	..	..	..	12	..	30
Do. Infant Lessons ..	6	..	..	..	16	..	15
Do. Object Lessons ..	..	..	..	..	61	..	5
No. of Teachers. (Master ..	1	1	1	1	1	1	1
Mistress ..	..	..	..	..	..	..	..
Assistants ..	1	..	1	1	1	..	1

PUBLIC SCHOOLS.

CLASS II.—continued.								
109	110	111	112	113	114	115	116	117
Simondium.	North Paarl.	Wagon-maker's Valley.	Klein Drakenstein.	Slot van de Paarl.	Groenberg.	Dal Joasphat.	Porterville.	Prince Albert (Boys).
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
130 0 0	125 0 0	90 0 0	90 0 0	130 0 0	105 0 0	75 0 0	130 0 0	100 0 0
130 0 0	125 0 0	90 0 0	88 15 0	130 0 0	105 0 0	75 0 0	122 10 0	95 0 0
59 5 0	115 13 0	100 6 8	46 10 0	78 9 0	70 9 3	38 8 9	74 16 0	32 17 0
..	11 11 0	56 8 0	32 0 0	..	..	10 3 1	24 11 8	120 5 6
134 10 9	..	10 11 0	..	57 3 9	59 10 9	44 10 2	25 19 5	30 5 11
323 15 9	252 4 0	257 5 8	167 5 0	265 12 9	235 0 0	168 2 0	247 17 1	278 8 5
2/6 and 5/	2/6 to 6/6	2/ to 5/4	3/	3/	2/3 & 4/6	2/1 & 4/2	1/ to 5/	6/ to 8/
22	51	24	21	44	24	13	30	57
19	36	23	18	31	28	18	28	..
41	87	47	39	75	52	31	58	57
40	83	42	38	71	47	27	54	57
36	75	47	39	75	52	31	48	24
36	70	44	39	73	45	26	40	57
9	45	9	14	34	18	13	15	33
27	42	38	25	40	27	16	43	24
..	2	..	..	9	..	..	2	..
21	13	6	..	9	..	8	11	2
..
21	..	6	3	36	4	..	..	14
27	52	18	20	57	30	18	35	24
27	34	17	6	23	8	15	25	24
27	32	21	28	57	24	15	36	24
..	8	..	..	4	..	8	8	10
..
7	..	46	..	75	52	26	..	..
12	..	17	..	22	8	14	..	..
16	36	..	7	18	28	..	16	..
5	4	..	..	..	..	..	2	..
9	..	13	..	36	..	..	..	..
1	1	1	1	1	1	1	1	1
..
1	1	1	1	1	1	..	1	..

TABLE III.—UNDENOMINATIONAL

	CLASS III.—continued.						
	148	149	150	151	152	153	154
	Kleinmond.	Cuylerville.	Kariega Mouth.	Bathurst.	Rokeby Park	Lichtenstein.	Vogelvlei.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	50 0 0	25 0 0	50 0 0	30 0 0	60 0 0	30 0 0	60 0 0
Amount of Grant actually issued	50 0 0	16 5 0	40 0 0	25 0 0	45 0 0	7 10 0	60 0 0
School Fees ..	50 0 0	14 6 0	50 0 0	25 5 6	32 2 1	8 4 0	..
Voluntary Contributions ..	..	5 10 0	..	..	..	..	64 6 0
From other sources ..	..	..	7 0 0	..	27 8 9	..	..
Total ..	100 0 0	36 1 0	97 0 0	50 5 6	104 10 10	15 14 0	124 6 0
Rate of School Fee per month ..		4/4	1/9 to 6/0	5/0 to 12/0	3/4 & 5/0	4/6	
No. on the Roll, Boys ..	12	10	15	15	15	7	29
Do. Girls ..	11	2	13	15	15	5	17
Do. Total ..	23	12	28	30	30	12	46
No. learning to read English ..	7	12	16	24	30	7	18
Do. do. Dutch ..	..	..	..	..	..	9	35
Do. to write from Copy ..	21	12	16	22	22	12	35
Do. Arithmetic, S. Rules ..	19	6	16	13	12	3	19
Do. do. H. Rules ..	7	6	..	8	10	6	16
Do. Geometry ..	..	..	..	1	..	..	..
Do. Algebra ..	..	..	..	..	..	..	..
Do. Higher Mathematics ..	..	..	..	..	..	..	..
Do. Physical Science ..	..	..	..	..	..	..	6
Do. Geography ..	12	5	4	8	10	4	16
Do. History ..	..	..	..	8	..	1	8
Do. English Grammar and Composition ..	9	5	..	8	10	4	8
Do. Latin ..	..	..	..	..	..	..	..
Do. Greek ..	..	..	..	..	..	..	..
Do. Music ..	..	..	..	..	..	..	..
Do. Drawing ..	..	..	..	..	..	..	..
Do. Sewing (Girls) ..	..	..	..	..	15	4	..
Do. Infant Lessons ..	..	..	5	6	8	1	11
Do. Object Lessons ..	..	..	..	30	22	12	18
No. of Teachers	1	1	1	1	..	..	1
{ Master ..	..	..	..	..	..	..	..
{ Mistress ..	..	..	..	..	1	1	..
{ Assistants ..	..	..	..	..	..	..	..

PUBLIC SCHOOLS.

	CLASS III.—continued.								
	155	156	157	158	159	160	161	162	163
	Zout River.	Klein Zout River.	Alexander's Kloof.	Klein River (Stanford).	Hermanus Pietersfontein	Roodehoogte.	Greyton.	River Zonder End.	Hartebeest Rivier.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	30 0 0	40 0 0	45 0 0	60 0 0	50 0 0	50 0 0	30 0 0	45 0 0
Amount of Grant actually issued	30 0 0	15 0 0	35 0 0	37 10 0	55 0 0	50 0 0	50 0 0	22 10 0	37 10 0
School Fees ..	30 0 0	..	40 0 0	21 12 0	..	53 5 7	20 11 0	..	15 12 0
Voluntary Contributions ..	..	..	..	5 0 0	41 0 0	1 15 10	..	..	6 0 0
From other sources ..	..	15 0 0	..	16 10 0	35 0 0	10 12 0	46 11 2	22 10 0	16 7 6
Total ..	60 0 0	30 0 0	75 0 0	80 12 0	131 0 0	115 13 5	117 2 2	45 0 0	75 9 6
Rate of School Fee per month ..	3/4 and 5/			1/		1/ and 5/6			1/ and 2/
No. on the Roll, Boys ..	7	23	15	18	24	12	22		22
Do. Girls ..	9	9	19	21	34	15	20		28
Do. Total ..	16	32	34	39	58	27	42		50
No. learning to read English ..	14	11	19	27	23	23	19		18
Do. do. Dutch ..	8	14	34	32	23	20	29		26
Do. to write from Copy ..	12	17	31	27	24	20	30		14
Do. Arithmetic, S. Rules ..	7	16	16	18	29	10	20		18
Do. do. H. Rules ..	6	4	13	6	9	17	11		8
Do. Geometry ..	..	..	..	..	..	..	..		..
Do. Algebra ..	..	..	..	..	..	..	..		..
Do. Higher Mathematics ..	..	..	..	..	..	..	..		..
Do. Physical Science ..	6	4	10	4	..	1	..		..
Do. Geography ..	..	4	2	3	4	15	14		6
Do. History ..	..	4	..	..	..	7	7		2
Do. English Grammar and Composition ..	6	4	15	6	13	15	13		6
Do. Latin ..	..	..	..	..	..	1	..		..
Do. Greek ..	..	..	..	..	..	..	..		..
Do. Music ..	16	..	3	..	..	27	3		..
Do. Drawing ..	..	..	..	..	..	1	..		..
Do. Sewing (Girls) ..	5	..	18	18	..	..	..		..
Do. Infant Lessons ..	4	..	3	..	27	2	17		24
Do. Object Lessons ..	7	..	10	23	12	23	15		12
No. of Teachers	1	1	1	1	1	1	1	..	1
{ Master ..	..	..	..	..	..	..	..	1	..
{ Mistress ..	..	..	..	..	..	..	..	..	..
{ Assistants ..	..	..	..	..	..	..	..	..	..

Closed 31. 3. 85.

TABLE III.—UNDENOMINATIONAL

	CLASS III.—continued.						
	164	165	166	167	168	169	170
	Bot Rivier.	Schildskloof.	Dasjesfontein.	De Drift.	Spitzkop.	Brandvley.	Groot Vlakte
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant..	30 0 0	30 0 0	30 0 0	60 0 0	30 0 0	50 0 0	30 0 0
Amount of Grant actually issued	30 0 0	28 15 0	7 10 0	60 0 0	7 10 0	50 0 0	30 0 0
School Fees ..	32 0 0	30 0 0	0 8 0	..	..	69 12 6	31 4 6
Voluntary Contributions ..	..	..	..	..	..	33 0 0	3 13 0
From other sources ..	..	..	7 10 0	60 0 0	7 10 0	23 3 0	..
Total ..	62 0 0	58 15 0	15 8 0	120 0 0	15 0 0	175 15 6	64 17 6
Rate of School Fee per month ..		3/1½	1/6 and 2/			3/ to 7/6	2/ to 6/
No. on the Roll, Boys ..	3	12	4	7		30	6
Do. Girls ..	9	4	8	19		36	9
Do. Total..	12	16	12	26		66	15
No. learning to read English ..	11	2	5	24		23	5
Do. do. Dutch ..	1	14	5	26		46	11
Do. to write from Copy ..	9	8	5	20		47	13
Do. Arithmetic, S. Rules ..	10	7	5	19		27	11
Do. do. H. Rules ..	2	4	..	7		11	5
Do. Geometry ..	..	..	..	..		..	..
Do. Algebra ..	..	..	..	..		..	..
Do. Higher Mathematics ..	..	..	..	..		..	..
Do. Physical Science ..	..	..	..	..		..	..
Do. Geography ..	4	3	5	13		15	4
Do. History ..	..	..	5	..		4	3
Do. English Grammar and Composition ..	4	2	5	13		13	4
Do. Latin ..	..	..	..	1		..	..
Do. Greek ..	..	..	..	..		..	..
Do. Music ..	..	..	3	6		7	..
Do. Drawing ..	..	..	..	..		13	..
Do. Sewing (Girls) ..	9	3	..	19		36	9
Do. Infant Lessons ..	..	..	7	5		6	4
Do. Object Lessons ..	12	..	4	26		..	..
No. of Teachers. { Master ..	..	..	1	..		..	..
{ Mistress ..	1	1	..	1		1	1
{ Assistants..	..	..	..	..		..	..

Closed 30. 9. 84.

PUBLIC SCHOOLS.

CLASS III.—continued.								
171	172	173	174	175	176	177	178	179
Matjes Kloof.	Wynberg Flats.	Brak Kuil.	Rietvley.	Spanover.	Coverside.	Van Rhy'n's Dorp.	Heerenlogement.	Vredendal.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
30 0 0	60 0 0	30 0 0	30 0 0	60 0 0	60 0 0	30 0 0	30 0 0	30 0 0
21 5 0	60 0 0	15 0 0	30 0 0	50 0 0	60 0 0	30 0 0	30 0 0	30 0 0
12 0 0	28 0 0	16 15 0	30 0 0	74 0 0	97 18 6	..	15 0 0	15 10 0
30 0 0	37 16 0	7 17 6	..	..	75 0 0	..	..	..
..	6 4 0	..	..	26 0 0	4 2 7	30 0 0	15 0 0	..
63 5 0	132 0 0	39 12 6	60 0 0	150 0 0	237 1 1	60 0 0	60 0 0	45 10 0
3/	2/	5/	7/	5/ to 12/6	7/ to 13/		5/	3/ & 4/
12	30	25	14	13	11	9	16	13
16	23	26	6	4	5	16	11	5
28	53	51	20	17	16	25	27	18
13	50	15	20	14	16	25	16	11
4	..	41	..	..	..	..	..	6
10	11	15	17	11	16	24	18	9
10	50	15	3	6	8	23	13	8
..	1	..	15	8	8	2	10	7
..
..	..	..	..	2	..	..	..	..
..
4	..	..	..	..	..	..	..	..
10	..	7	17	8	8	4	10	2
10	..	..	17	7	8	2	..	..
8	11	7	14	7	16	6	10	..
..	..	..	..	1	..	..	..	..
..
..	50	..	6	6	..	..	..	..
..	..	..	..	..	..	..	8	..
..	..	..	..	..	..	..	3	2
4	3	..	3	3	..	2	3	..
6	50	..	14	10	15	..	..	..
1	1	1	1	1	1	1	..	1
..
..

[G. 9—'86.]

TABLE III—UNDENOMINATIONAL

	CLASS III.—continued.						
	180	181	182	183	184	185	186
	Driefont ein	Cambridge.	Potsdam.	Ncera.	Blinkwater.	Alwyn Krans.	Winterberg
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	30 0 0	30 0 0	60 0 0	30 0 0	60 0 0	50 0 0
Amount of Grant actually issued	30 0 0	26 5 0	22 0 0	37 10 0	30 0 0	60 0 0	20 0 0
School Fees ..	69 0 0	25 12 0	..	..	30 0 0	63 0 0	11 4 0
Voluntary Contributions ..	..	7 7 6	..	..	..	6 10 6	3 0 6
From other sources ..	..	..	22 10 0	37 10 0	..	..	..
Total ..	99 0 0	59 4 6	45 0 0	75 0 0	60 0 0	129 10 6	34 4 6
Rate of School Fee per month ..	10/	2/6 & 3/			4/2	5/	4/8
No. on the Roll, Boys ..	12	10			4	9	5
Do. Girls ..	1	5			8	20	11
Do. Total ..	13	15			12	29	16
No. learning to read English ..	13	15			11	28	16
Do. do. Dutch ..	13	..			..	9	..
Do. to write from Copy ..	13	10			6	29	12
Do. Arithmetic, S. Rules ..	1	11			4	25	7
Do. do. H. Rules ..	12	4			7	4	9
Do. Geometry ..	..	..			..	..	..
Do. Algebra ..	..	..			..	..	..
Do. Higher Mathematics ..	..	..			..	..	..
Do. Physical Science ..	..	..			..	..	..
Do. Geography ..	13	5			6	6	10
Do. History ..	..	3			6	6	..
Do. English Grammar and Composition ..	7	9			6	6	6
Do. Latin ..	..	..			..	..	..
Do. Greek ..	..	..			..	..	..
Do. Music ..	2	..			..	..	..
Do. Drawing ..	..	..			..	17	..
Do. Sewing (Girls) ..	..	5			..	27	..
Do. Infant Lessons ..	..	..			..	20	..
Do. Object Lessons ..	13	..			1	..	3
	..	..			..	27	..
No. of Teachers. { Master ..	1	..	1	1	..	..	1
{ Mistress ..	..	1	..	..	1	1	..
{ Assistants ..	..	..	..	..	..	..	..

PUBLIC SCHOOLS

	CLASS III.—continued.								
	187	188	189	190	191	192	193	194	195
	Waterkloof.	Gwayang l	Great Brak River	Blanco.	Buffelsdrift.	Ronde Vallei	Geelhout- boom.	Voorbrug.	Wagenboom's Kmal.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	60 0 0	60 0 0	30 0 0	60 0 0	50 0 0	50 0 0	30 0 0	50 0 0	30 0 0
Amount of Grant actually issued	55 0 0	60 0 0	30 0 0	60 0 0	25 0 0	50 0 0	22 10 0	45 0 0	7 10 0
School Fees ..	..	90 0 0	12 3 6	72 16 0	..	31 5 6	..	41 2 6	..
Voluntary Contributions ..	..	..	..	..	..	18 14 6	..	5 0	..
From other sources ..	55 0 0	..	17 16 6	3 12 0	25 0 0	6 0 0	22 10 0	..	7 10 0
Total ..	110 0 0	150 0 0	60 0 0	136 8 0	50 0 0	106 0 0	45 0 0	86 7 6	15 0 0
Rate of School Fee per month ..		5/	1/	4/		2/6 and 4/		2/6	
No. on the Roll, Boys ..		15	12	18		19		26	
Do. Girls ..		15	18	16		20		26	
Do. Total ..		30	30	34		39		52	
No. learning to read English ..		15	18	34		22		9	
Do. do. Dutch ..		22	27	..		19		51	
Do. to write from Copy ..		17	14	16		13		33	
Do. Arithmetic, S. Rules ..		10	17	19		22		29	
Do. do. H. Rules ..		17	2	13		2		12	
Do. Geometry ..		..	..	..		..		..
Do. Algebra ..		..	..	..		..		..
Do. Higher Mathematics ..		..	..	..		..		..
Do. Physical Science ..		..	..	..		..		..
Do. Geography ..		17	13	17		6		12	
Do. History ..		..	1	9		..		12	
Do. English Grammar and Composition ..		6	1	17		6		7	
Do. Latin ..		..	..	..		..		..
Do. Greek ..		..	..	..		..		..
Do. Music ..		..	..	..		..		..
Do. Drawing ..		..	..	..		..		..
Do. Sewing (Girls) ..		..	..	..		..		..
Do. Infant Lessons ..		3	13	..		..		..
Do. Object Lessons ..		..	..	..		..		..
No. of Teachers. { Master ..	1	1	..	1	..	1	..	1	..
{ Mistress ..	..	..	1	..	..	..	..	..	..
{ Assistants ..	..	..	..	..	..	..	..	..	..

TABLE III.—UNDENOMINATIONAL

	CLASS III.—continued.						
	212	213	214	215	216	217	218
	Blaauw Kranz.	Keurboom's River.	Wittedrift.	Dancamma.	Westford.	Buffel's Fontein.	Hoeco.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	50 0 0	50 0 0	40 0 0	30 0 0	60 0 0	60 0 0
Amount of Grant actually issued	27 10 0	37 10 0	50 0 0	40 0 0	15 0 0	60 0 0	60 0 0
School Fees ..	30 0 0	..	50 0 0	31 17 0	15 0 0	72 6 3	60 0 0
Voluntary Contributions ..	..	..	..	8 3 0	..	..	..
From other sources ..	..	37 10 0	..	..	..	10 15 4	..
Total ..	57 10 0	75 0 0	100 0 0	80 0 0	30 0 0	143 1 7	120 0 0
Rate of School Fee per month ..			2/0 to 5/0	3/6	5/0	2/ to 5/	3/ to 5/
No. on the Roll, Boys ..	14		25	9	3	12	27
Do. Girls ..	20		13	11	8	19	12
Do. Total ..	34		38	20	11	31	39
No. learning to read English ..	14		31	16	11	16	18
Do. do. Dutch ..	..		..	9	..	31	25
Do. to write from Copy ..	13		32	17	3	23	25
Do. Arithmetic, S. Rules ..	14		19	9	5	12	11
Do. do. H. Rules ..	4		11	7	5	4	7
Do. Geometry ..	..		..	..	..	..	..
Do. Algebra ..	..		..	..	..	..	..
Do. Higher Mathematics ..	..		..	..	..	..	..
Do. Physical Science ..	..		..	..	..	..	..
Do. Geography ..	..		18	16	7	6	18
Do. History ..	..		9	7	3	6	..
Do. English Grammar and Composition ..	1		18	16	3	..	2
Do. Latin ..	..		..	..	..	..	..
Do. Greek ..	..		..	..	..	..	..
Do. Music ..	..		..	..	..	31	..
Do. Drawing ..	..		..	..	..	..	..
Do. Sewing (Girls) ..	..		..	10	8	..	..
Do. Infant Lessons ..	16		..	4	..	..	..
Do. Object Lessons ..	..		7	16	8	..	..
No. of Teachers							
{ Master ..	1	1	1	..	..	1	1
{ Mistress ..	..	..	..	1	1	..	..
{ Assistants ..	..	..	..	..	..	..	..

Closed 31.3.85.

PUBLIC SCHOOLS.

	CLASS III.—continued.								
	219	220	221	222	223	224	225	226	227
	Paardenburg	Vredenburg.	Klipheувel.	Moordenaars Poort.	Herbertsdale	Brandwacht	Brakfontein.	Port Nolloth.	Hazenjagt.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	50 0 0	85 0 0	80 0 0	60 0 0	60 0 0	75 0 0	60 0 0	60 0 0	60 0 0
Amount of Grant actually issued	50 0 0	78 15 0	80 0 0	45 0 0	60 0 0	75 0 0	60 0 0	60 0 0	30 0 0
School Fees ..	52 14 0	97 14 0	47 1 0	72 0 0	60 0 0	75 0 0	..	31 6 0	60 0 0
Voluntary Contributions ..	..	84 18 6	69 7 9	..	..	..	60 0 0	4 2 4	..
From other sources ..	44 2 10	..	8 3 3	..	..	..	0 0 9	25 0 0	..
Total ..	146 16 10	261 7 6	204 12 0	117 0 0	120 0 0	150 0 0	120 6 9	120 8 4	90 0 0
Rate of School Fee per month ..	3/ and 5/		2/6 and 4/	10/		6/6		2/	5/
No. on the Roll, Boys ..	21	16	48	11	29	23	17	26	
Do. Girls ..	18	27	28	9	36	19	25	17	
Do. Total ..	39	43	76	20	65	42	42	43	
No. learning to read English ..	33	43	20	14	28	25	42	39	
Do. do. Dutch ..	38	22	63	18	46	21	33	..	
Do. to write from Copy ..	33	24	63	20	35	30	42	25	
Do. Arithmetic, S. Rules ..	20	9	63	12	29	14	16	15	
Do. do. H. Rules ..	16	22	6	8	16	28	26	8	
Do. Geometry ..	..	..	..	..	..	..	..	..
Do. Algebra ..	..	..	..	..	..	..	..	..
Do. Higher Mathematics ..	..	..	..	..	..	..	..	..
Do. Physical Science ..	5	4	..	1	..	..	..	..
Do. Geography ..	24	22	6	9	10	20	34	12	
Do. History ..	13	4	..	6	..	14	15	..	
Do. English Grammar and Composition ..	13	22	6	9	10	10	25	12	
Do. Latin ..	5	..	..	1	..	..	..	..
Do. Greek ..	..	..	..	..	..	..	..	..
Do. Music ..	39	..	..	20	..	42	42	43	
Do. Drawing ..	5	..	..	1	..	..	38	..	
Do. Sewing (Girls) ..	18	..	..	..	32	19	25	..	
Do. Infant Lessons ..	11	15	13	..	5	..	5	7	
Do. Object Lessons ..	..	..	6	..	..	..	15	..	
No. of Teachers									
{ Master ..	1	1	1	1	1	1	1	1	1
{ Mistress ..	..	..	..	..	..	..	..	..	..
{ Assistants ..	..	1	1	..	..	1	..	..	..

Closed 31. 12. 84.

TABLE III.—UNDENOMINATIONAL

	CLASS III.—continued.						
	228	229	230	231	232	233	234
	Gamka.	Langverwacht.	Groenfontein	Kruis River	Riet Vlei.	Van Wyk's Kraal.	Nooitgedacht
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant..	60 0 0	60 0 0	60 0 0	60 0 0	60 0 0	30 0 0	60 0 0
Amount of Grant actually issued	60 0 0	60 0 0	60 0 0	60 0 0	60 0 0	22 10 0	30 0 0
School Fees ..	..	84 15 0	60 0 0	58 19 0	..	..	38 10 4
Voluntary Contributions ..	..	..	..	..	..	..	..
From other sources ..	-60 0 0	..	..	..	60 0 0	22 10 0	..
Total ..	120 0 0	144 15 0	120 0 0	118 19 0	120 0 0	45 0 0	68 10 4
Rate of School Fee per month ..		5/	5/	5/			3/
No. on the Roll, Boys ..	27	14	16	11	22		22
Do. Girls ..	16	13	18	11	8		31
Do. Total..	43	27	34	22	30		53
No. learning to read English ..	7	20	19	22	30		29
Do. do. Dutch ..	21	24	33	17	20		31
Do. to write from Copy ..	15	14	19	17	18		24
Do. Arithmetic, S. Rules ..	11	12	22	9	12		20
Do. do. H. Rules ..	2	8	6	3	16		..
Do. Geometry ..	..	..	..	..	..		..
Do. Algebra ..	..	..	..	..	..		..
Do. Higher Mathematics ..	..	..	..	..	..		..
Do. Physical Science ..	..	..	..	..	..		..
Do. Geography ..	9	13	14	10	16		20
Do. History ..	2	..	..	..	9		..
Do. English Grammar and Composition ..	4	8	8	..	16		..
Do. Latin ..	..	..	..	..	..		..
Do. Greek ..	..	..	..	..	..		..
Do. Music ..	..	24	..	..	..		..
Do. Drawing ..	..	..	..	..	..		..
Do. Sewing (Girls) ..	..	..	18	..	..		18
Do. Infant Lessons ..	6	11	..	..	..		6
Do. Object Lessons ..	..	..	9	..	16		..
No. of Teachers. { Master ..	1	1	1	1	1	1	1
{ Mistress ..	..	..	..	..	..	..	..
{ Assistants..	..	..	..	..	..	..	..

Closed 31. 3. 85.

PUBLIC SCHOOLS.

CLASS III.—continued.								
235	236	237	238	239	240	241	242	243
Welbedacht.	Wynand's River.	Klein Drakenstein.	Lower French Hoek.	Zoetendal.	South Achter Paarl.	Woolridge.	Hamburg.	Newcastle.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
60 0 0	30 0 0	45 0 0	50 0 0	30 0 0	60 0 0	30 0 0	60 0 0	30 0 0
30 0 0	5 0 0	36 5 0	50 0 0	30 0 0	54 7 6	22 10 0	60 0 0	11 5 0
30 5 0	7 0 0	37 13 0	50 0 0	25 8 6	49 5 0	..	48 0 0	25 10 0
19 0 0	8 0 0	1 5 0	0 10 0	5 0 0	..	..	12 0 0	..
..	..	..	..	28 13 1	5 15 10	22 10 0	3 0 0	..
79 5 0	20 0 0	75 3 0	100 10 0	89 1 7	109 8 4	45 0 0	123 0 0	36 15 0
2/6	5/	3/		3/	5/		5/	6/8
26	13	12	18	21	6		10	7
22	6	13	10	14	8		8	11
48	19	30	28	35	14		18	18
22	5	30	21	33	14		18	18
34	14	30	21	35	..		..	..
38	6	28	18	35	9		13	13
35	10	8	7	18	5		12	5
1	..	22	14	13	3		4	6
..
..	..	..	4	..	..		..	..
..
..	..	15	..	..	3		..	1
48	..	15	14	12	6		12	9
..	..	15	4	..	3		..	4
2	..	15	14	13	6		4	9
..
..
..	..	11	..	..	..		..	18
..	..	14	14	..	..		..	10
..	..	16	..	..	..		..	11
2	..	5	..	8	6		..	9
..	..	26	14	..	..		18	18
1	1	..	1	..	1	..	1	..
..	..	1	..	..	..	..	..	..
..	..	1	..	..	..	..	..	..

Closed 31.3.85.

TABLE III—UNDENOMINATIONAL

	CLASS III.—continued.						
	244	245	246	247	248	249	250
	Benton.	Twenty Four Rivers.	Klipfontein.	Hercules Fontein.	Kragga Kamma.	Rietvley.	Buffel's River.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	45 0 0	50 0 0	30 0 0	30 0 0	45 0 0	45 0 0
Amount of Grant actually issued	3 15 0	41 5 0	25 0 0	7 10 0	30 0 0	45 0 0	45 0 0
School Fees ..	3 15 0	67 16 9	23 17 1	..	54 0 0	45 0 0	..
Voluntary Contributions ..	..	..	36 7 6	..	..	..	55 0 0
From other sources ..	..	8 18 6	..	7 10 0	..	..	24 0 6
Total ..	7 10 0	118 0 3	85 4 7	15 0 0	84 0 0	90 0 0	124 0 0
Rate of School Fee per month ..	2/6 and 4/	1/8 & 3/4	5/ to 13/4	5/	5/		
No. on the Roll, Boys ..	9	27	8	6	7	22	13
Do. Girls ..	6	16	10	10	11	20	9
Do. Total ..	15	43	18	16	18	42	22
No. learning to read English ..	15	43	16	16	18	15	8
Do. do. Dutch ..	..	41	18	4	..	15	14
Do. to write from Copy ..	13	37	14	12	15	19	14
Do. Arithmetic S. Rules ..	11	12	6	10	2	18	9
Do. do. H. Rules ..	..	28	12	..	14	7	3
Do. Geometry ..	..	6	..	..	..	..	..
Do. Algebra ..	..	..	..	..	..	..	..
Do. Higher Mathematics ..	..	..	..	..	..	..	..
Do. Physical Science ..	..	10	..	..	..	..	..
Do. Geography ..	4	28	..	..	..	11	3
Do. History ..	4	28	10	..	6	11	7
Do. English Grammar and Composition ..	4	28	12	..	15	11	3
Do. Latin ..	..	..	4	..	..	..	7
Do. Greek ..	..	..	..	..	..	..	..
Do. Music ..	..	..	18	..	..	..	..
Do. Drawing ..	..	28	10	..	9	..	..
Do. Sewing (Girls) ..	..	..	..	..	8	..	1
Do. Infant Lessons ..	..	..	..	..	2	..	8
Do. Object Lessons ..	4	28	6	..	..	..	..
No. of Teachers. (Master ..	1	1	1	..	..	1	1
Mistress ..	..	..	..	1	1	..	..
Assistants ..	..	..	..	..	..	..	..

PUBLIC SCHOOLS

	CLASS III.—continued.								
	251	252	253	254	255	256	257	258	259
	Mousa.	Gimezile	Sterkstroom.	Taaibosch Fontein.	Bergfontein.	Concordia.	Rietvallei.	Bosjesman's River.	Klaas Vogt's River.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	30 0 0	75 0 0	30 0 0	40 0 0	30 0 0	30 0 0	30 0 0	50 0 0
Amount of Grant actually issued	22 10 0	30 0 0	71 5 0	28 15 0	40 0 0	18 15 0	30 0 0	22 10 0	50 0 0
School Fees ..	..	..	70 8 9	36 1 6	40 0 0	18 15 0	60 0 0	..	43 17 6
Voluntary Contributions ..	..	30 0 0	17 15 9	..	1 8 0	..	..	..	5 7 2
From other sources ..	22 10 0	..	27 9 0	3 18 3	..	..	..	22 10 0	10 10 3
Total ..	45 0 0	60 0 0	186 18 6	68 14 9	81 8 0	37 10 0	90 0 0	45 0 0	109 14 11
Rate of School Fee per month ..			5/ to 10/	5/ to 10/	3/	3/	4/		2/6
No. on the Roll, Boys ..		14	29	9	8	4	22		11
Do. Girls ..		21	14	3	13	4	30		5
Do. Total ..		35	43	12	21	8	52		16
No. learning to read English ..		35	31	12	14	5	..		14
Do. do. Dutch ..		..	12	1	7	7	44		16
Do. to write from Copy ..		22	36	12	14	5	44		16
Do. Arithmetic S. Rules ..		14	24	1	14	4	12		6
Do. do. H. Rules ..		12	14	11	..	3	32		10
Do. Geometry ..		..	..	1	..	..	..		..
Do. Algebra ..		..	..	1	..	..	..		..
Do. Higher Mathematics ..		..	..	1	..	..	..		..
Do. Physical Science ..		..	..	..	..	..	..		..
Do. Geography ..		12	16	11	..	2	32		6
Do. History ..		..	18	7	..	3	..		6
Do. English Grammar and Composition ..		..	16	11	..	2	..		10
Do. Latin ..		..	..	1	..	..	..		..
Do. Greek ..		..	..	..	..	..	..		..
Do. Music ..		18	..	6	..	2	52		..
Do. Drawing ..		..	..	10	..	..	..		..
Do. Sewing (Girls) ..		..	..	..	..	..	..		..
Do. Infant Lessons ..		1	12	..	8	1	..		..
Do. Object Lessons ..		12	8	4	..	..	..		..
No. of Teachers. (Master ..	1	1	1	1	1	..	1	1	1
Mistress ..	..	..	..	..	..	1	..	..	..
Assistants ..	..	..	..	..	..	..	..	..	..

TABLE III.—UNDENOMINATIONAL

	CLASS II.—continued.				
	260 Boschjesveld	261 Wagenbooms berg.	262 Kalk Bay	263 Moddergat.	264 Vlaggeberg.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant	30 0 0	30 0 0	75 0 0	30 0 0	60 0 0
Amount of Grant actually issued	30 0 0	30 0 0	75 0 0	30 0 0	60 0 0
School Fees	30 0 0	30 0 0	27 0 0	17 18 3	65 0 0
Voluntary Contributions ..	!..	..	76 0 0	..	..
From other sources .. ..	..	..	30 0 0	..	2 8 0
Total	60 0 0	60 0 0	208 0 0	47 18 3	127 8 0
Rate of School Fee per month ..	3/4	2/	1/ to 3/	3/	
No. on the Roll, Boys	14	12	32	10	18
Do. Girls	10	12	22	6	15
Do. Total	24	24	54	16	33
No. learning to read English ..	9	20	45	16	30
Do. do. Dutch	15	24	28	12	28
Do. to write from Copy	7	18	28	15	19
Do. Arithmetic, S. Rules	8	17	29	9	11
Do. do. H. Rules .. ..	..	1	16	6	12
Do. Geometry .. ..	..	..	..	..	2
Do. Algebra .. ..	..	..	..	..	3
Do. Higher Mathematics .. ..	..	..	..	..	3
Do. Physical Science .. ..	..	..	..	..	4
Do. Geography	6	1	28	7	13
Do. History .. ..	..	1	28	3	8
Do. English Grammar and Composition	7	6	28	6	13
Do. Latin .. ..	..	..	..	..	2
Do. Greek .. ..	..	..	..	..	..
Do. Music	2	..	..	..	..
Do. Drawing .. ..	..	..	..	..	8
Do. Sewing (Girls) .. ..	..	..	..	5	..
Do. Infant Lessons .. ..	..	5	9	..	13
Do. Object Lessons .. ..	..	..	..	..	11
No. of Teachers. { Master	1	1	1	..	1
{ Mistress .. ..	..	..	..	1	..
{ Assistants .. ..	..	..	1	..	..

PUBLIC SCHOOLS.

CLASS III.						
265 Kuil's River.	266 Hertzog.	267 Balfour.	262 Buxton.	269 Readsdale.	270 Wilsonton.	271 Waterford.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
75 0 0	50 0 0	60 0 0	50 0 0	30 0 0	30 0 0	15 0 0
75 0 0	43 15 0	60 0 0	25 0 0	20 0 0	5 0 0	15 0 0
76 13 11	43 15 0	60 0 0	..	20 0 0	5 0 0	15 0 0
..	..	..	..	..	9 17 6	..
40 0 0	..	..	25 0 0	..	4 10 3	..
191 13 11	87 10 0	120 0 0	50 0 0	40 0 0	24 7 9	30 0 0
2/1 to 4/1	2/10	2/6 & 5/		1/		1/8 to 2/3
28	22	13		26	33	12
45	16	11		34	37	8
73	38	24		60	70	20
55	16	24		60	29	20
52	..	..		..	..	..
54	18	12		60	29	11
31	14	4		42	29	14
23	9	5		18	..	..
..
..
..
7	..	..		..	..	..
34	16	5		60	29	9
26	..	3		8	..	..
34	8	5		3	..	9
..
..
3	..	..		60	..	..
10	..	..		..	..	..
..	..	..		2	..	..
19	14	..		..	41	10
34	..	..		..	..	..
1	1	1	..	1	1	..
..	..	..	1	..	..	1
1	..	..	..	..	..	..

Closed 31.12.84.

TABLE III.—UNDENOMINATIONAL

	CLASS III.—continued.				
	284	285	286	287	288
	Auckland.	Keiskamma Drift.	Putzonder-water.	Klein Beyers Fontein.	Klipfontein.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant.. ..	37 10 0	30 0 0	25 0 0	75 0 0	30 0 0
Amount of Grant actually issued	35 12 6	12 10 0	6 5 0	37 10 0	15 0 0
School Fees	37 10 0	..	..	42 0 0	..
Voluntary Contributions .. ..	..	..	..	..	..
From other sources .. .. .	..	12 10 0	6 5 0	2 0	15 0 0
Total	73 2 6	25 0 0	12 10 0	84 13 0	30 0 0
Rate of School Fee per month ..				5/ & 10/	
No. on the Roll, Boys		7		12	
Do. Girls		7		6	
Do. Total.. .. .		14		18	
No. learning to read English ..		14		13	
Do. do. Dutch .. .. .		..		13	
Do. to write from Copy		12		13	
Do. Arithmetic, S. Rules		13		11	
Do. do. H. Rules		1		3	
Do. Geometry	No Return.	..	No Return.	..	Closed 31.3.85.
Do. Algebra .. .. .		..		..
Do. Higher Mathematics .. .. .		..		..
Do. Physical Science .. .. .		..		..
Do. Geography .. .. .		..		4	
Do. History .. .. .		..		4	
Do. English Grammar and Composition		7		4	
Do. Latin .. .. .		..		..
Do. Greek .. .. .		..		..
Do. Music .. .. .		..		4	
Do. Drawing .. .. .		..		..
Do. Sewing (Girls) .. .. .		..		..
Do. Infant Lessons .. .. .		..		..
Do. Object Lessons		12		1	
No. of Teachers { Master .. .. .	..	1	1	1	..
{ Mistress	1	..	..	..	..
{ Assistants.. .. .	1	..	..	1	..

PUBLIC SCHOOLS.

CLASS III.—continued.					
289	290	291	292	293	294
Wagenboom River.	Doorn River.	Goudienia.	Daring Bridge.	Slang Hoek.	Touw's River
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
60 0 0	30 0 0	50 0 0	50 0 0	30 0 0	30 0 0
60 0 0	30 0 0	50 0 0	37 10 0	30 0 0	30 0 0
33 15 0	30 0 0	39 12 0	..	30 0 0	29 0 0
2 6 1	1 3 11	..	..	..	..
38 18 10	24 0 0	141 0 6	37 10 0	..	3 8 0
134 19 11	85 3 11	230 12 6	75 0 0	60 0 0	62 8 0
1/8 to 3/4	4/ and 5/	3/6 and 5/		4/	3/8 to 5/
25	3	22		4	10
9	11	10		8	15
34	14	32		12	25
33	12	26		12	8
29	9	30		10	..
28	13	28		7	9
11	3	17		11	6
20	11	14		4	2
..	1	..		..	..
..	1	..		..	..
..	2	2		..	..
28	6	13	Closed 31.3.85.	4	7
13	2	2		..	1
20	6	18		4	4
..
..	..	3		..	..
..
8	..	..		8	7
..	5	..		..	16
21	..	..		..	14
1	1	1	1	..	..
..	..	..	..	1	1
..

TABLE IV (a).—DISTRICT

	1	2	3	4	5
	Villiersdorp.	Tweefontein.	Swanepoel's Poort.	Concordia.	Pella.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Amount of Allowances for the Financial Year 1884-85 for Principal Teacher and Superintendent	100 0 0	50 0 0	25 0 0	62 10 0	25 0 0
Assistant .. .. .	..	12 0 0	..	..	15 0 0
Industrial Department .. .. .	..	..	..	..	..
Capitation Allowances .. .. .	..	..	..	..	18 0 0
Total	100 0 0	62 0 0	25 0 0	62 10 0	58 0 0
Local Expenditure	100 0 0		64 4 6	26 0 0	246 10 6
No. on the Roll, Boys	23		13	4	9
Do. Girls	19		2	12	21
Do. Total	42		15	16	30
No. learning to read English ..	30		2	12	30
Do. do. Dutch	39		14	16	..
Do. to write from Copy	31		12	10	8
Do. Arithmetic, S. Rules	21		12	8	2
Do. do. H. Rules	18		1	11	..
Do. Geometry .. .. .	..	Closed 31.12.84.	..	..	..
Do. Algebra	10		..	..	..
Do. Geography	20		1	5	..
Do. Physical Science .. .. .	..		..	..	..
Do. History	8		1	..	..
Do. English Grammar and Composition	17		1	5	..
Do. Latin .. .. .	..		..	..	..
Do. Greek .. .. .	..		..	..	..
Do. Drawing .. .. .	..		..	..	..
Do. Music .. .. .	..		..	..	..
Do. Sewing (Girls)	19		2	5	20
Do. Infant Lessons	5		2	..	5
Do. Object Lessons .. .. .	..		..	..	..
No. of Teachers. { Master	1	1	1	1	..
{ Mistress .. .. .	..	..	..	..	1
{ Assistants .. .. .	..	..	..	..	1

BOARDING SCHOOLS.

6	7		8	9	10	11
Wellington (Boys).	Berg River District, Blauwvalley, Upper Department.	Berg River District, Blauwvalley, Lower Department.	Somerset East (Girls).	Commadagga.	Uitenhage (Girls) (Riebeeck College).	Zaaiplaats.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
100 0 0	100 0 0	100 0 0	50 0 0	100 0 0	50 0 0	50 0 0
..	..	50 0 0	30 0 0	50 0 0	30 0 0	..
..	..	50 0 0	10 0 0	..	10 0 0	..
12 0 0	..	30 0 0	19 10 0	24 0 0	6 0 0	6 0 0
112 0 0	100 0 0	230 0 0	109 10 0	174 0 0	96 0 0	56 0 0
	435 1 10	Included in Upper Dept.	1050 4 2	392 13 9	1107 0 0	
No Return.	37	53	12	20	1	
	4	21	45	8	88	
	41	74	57	28	89	
	41	72	57	23	89	
	41	74	26	28	27	
	41	72	48	23	89	
	..	14	16	22	13	
	41	60	41	..	76	
	12	..	4	..	5	
	12	..	4	..	21	
	41	60	46	11	89	
	41	..	..	7	35	
	41	43	30	5	79	
	41	43	43	13	80	
	41	60	..	..	25	
	13	..	..	..	..
	..	..	..	..	13	
	41	43	30	..	47	
	41	74	57	..	23	
	..	..	45	8	11	
	..	14	24	5	54	
	9	..	24	..	..
1	1	1	..	1	..	1
..	..	..	1	..	1	..
..	..	1	2	1	2	..

TABLE IV (b).—BOARDING

	1	2	3	4
	Salem.	Caledon.	Brandvley.	De Drift.
Amount of Allowances for the Financial Year 1884-'85 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Superintendent	50 0 0	50 0 0	50 0 0	50 0 0
Capitation Allowances	6 0 0	..	30 0 0	24 0 0
Total	56 0 0	50 0 0	80 0 0	74 0 0
Local Expenditure	499 0 0	248 10 0	50 0 0	50 0 0
No. on the Roll, Boys .. .. .	..	8	..	..
Do. Girls .. .. .	..	..	..	..
Do. Total	16	8	15	17
	12	13	14	15
	King William's Town (Boys).	King William's Town (Girls).	Riebeeck's Kasteel.	Hooikraal.
Amount of allowances for the Financial Year 1884-'85 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Superintendent	50 0 0	50 0 0	50 0 0	50 0 0
Capitation Allowances	6 0 0	7 10 0	24 0 0	6 0 0
Total	56 0 0	57 10 0	74 0 0	56 0 0
Local Expenditure	672 0 0	998 7 9	187 7 6	90 0 0
No. on the Roll, Boys	14	..	..	..
Do. Girls .. .. .	..	13	..	..
Do. Total	14	13	10	5

DEPARTMENTS.

5	6	7	8	9	10	11
Heerenlogement.	Cradock.	Panmure (Boys).	Sutherland.	George (Boys).	George (Girls).	Graaff-Reinet (Girls).
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
50 0 0	50 0 0	50 0 0	50 0 0	50 0 0	50 0 0	50 0 0
24 0 0	36 0 0	..	..	..	..	..
74 0 0	86 0 0	50 0 0	50 0 0	50 0 0	50 0 0	50 0 0
65 0 0	706 0 8	50 0 0	50 0 0	300 13 10	782 3 1	1,116 5 7
..	..	15	..	8	..	..
..	22	..	..	..	24	23
10	22	15	9	8	24	23
16	17	18	19	20	21	22
Hopefield.	Langebaan.	Klipheuvcl.	Paardenberg.	Riebeeck West.	Darling.	Mosscl Bay.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
50 0 0	50 0 0	50 0 0	50 0 0	50 0 0	10 8 4	43 15 0
..	12 0 0	..	24 0 0	..	..	..
50 0 0	62 0 0	50 0 0	74 0 0	50 0 0	10 8 4	43 15 0
193 0 0	250 0 0	230 10 0	107 16 6	402 14 2	28 0 0	137 10 0
..
..
7	15	10	10	14	3	4

TABLE IV (b).—BOARDING

	23	24	25	26
	Oudtshoorn (Boys).	Oudtshoorn (Girls).	Huguenot Seminary, Wellington.	Paarl.
Amount of Allowances for the Financial Year 1884-'85 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Superintendent	31 5 0	12 10 0	150 0 0	50 0 0
Capitation Allowances .. .	..	..	..	..
Total	31 5 0	12 10 0	150 0 0	50 0 0
Local Expenditure	31 5 0	446 0 0	5,254 9 9	159 15 0
No. on the Roll, Boys	5	..	..	5
Do. Girls .. .. .	..	4	104	..
Do. Total	5	4	104	5
	34	35	36	37
	Stellenbosch (Girls), Bloemhof.	Swellendam.	Tarkastad.	Uniondale (Boys).
Amount of Allowances for the Financial Year 1884-'85 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Superintendent	50 0 0	37 10 0	25 0 0	12 10 0
Capitation Allowances .. .	18 0 0	26 0 0	..	..
Total	68 0 0	63 10 0	25 0 0	12 10 0
Local Expenditure	1,632 3 4	37 10 0	25 0 0	72 4 0
No. on the Roll, Boys .. ..	..	..	..	6
Do. Girls	26	8	3	..
Do. Total	26	8	3	6

DEPARTMENTS.

27	28	29	30	31	32	33
Porterville.	Klipfontein.	Richmond.	Riversdale (Boys).	Robertson.	Montagu.	Stellenbosch (Boys).
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
43 15 0	11 5 0	50 0 0	12 10 0	50 0 0	50 0 0	50 0 0
..	..	..	..	12 0 0	18 0 0	18 0 0
43 15 0	11 5 0	50 0 0	12 10 0	62 0 0	68 0 0	68 0 0
138 11 4	11 5 0	50 0 0	12 10 0	288 14 6	315 18 0	1,799 3 6
..	..	..	4	..	..	45
..
6	9	6	4	8	11	45
38	39	40	41	42	43	
Uniondale (Girls).	Willowmore.	Worcester (Girls).	Wagenboom River.	Rawsonville.	Goudienia.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
50 0 0	50 0 0	50 0 0	50 0 0	50 0 0	50 0 0	
..	
50 0 0	50 0 0	50 0 0	50 0 0	50 0 0	50 0 0	
50 0 0	50 0 0	1,198 6 0	112 2 6	83 3 6	89 0 0	
..	
4	..	23	..	..	..
4	6	23	8	8	7	

TABLE V—MISSION

	1	2	3	4	5	6	7
	Dutch Church, Aberdeen,	St. Philip's Kafir School, Graham's Town.	Wesleyan Fingo Location, Graham's Town.	Wesleyan Mission, Graham's Town.	St. Bartholomew's Girls and Infant Schools, Graham's Town.	Congregation Mission, Graham's Town.	Roman Catholic, St. Joseph's (Girls) Graham's Town.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant	45 0 0	75 0 0	75 0 0	60 0 0	50 0 0	45 0 0	75 0 0
Amount of Grant actually issued	45 0 0	75 0 0	67 10 0	60 0 0	50 0 0	45 0 0	75 0 0
School Fees	20 0 0	19 15 9	10 0 0	54 0 6	50 0 0	49 9 9	23 15 0
Voluntary Contributions	12 0 0	2 17 6	..	..	1 3 0	..	..
From other sources	18 0 0	260 0 7	..	..	2 4 6	..	..
Total	95 0 0	357 13 10	77 10 0	114 0 6	103 11 6	94 9 9	98 15 0
Rate of School Fee per month ..	1/	4d. to 1/	..	2/	6d. and 9d.	8d. to 2/	3d. to 1/
No. on the Roll, Boys	20	68	48	44	25	79	81
Do. Girls	16	81	37	77	19	109	130
Do. Total	36	149	85	121	44	188	211
No. learning to read English ..	19	45	40	78	44	188	73
Do. do. Dutch	7	..	..	..	..	..	..
Do. do. Kafir .. ..	..	..	40	..	..	..	..
Do. to write from Copy	9	15	28	73	26	45	93
Do. Arithmetic, S. Rules	14	30	30	29	21	100	34
Do. do. H. Rules	4	15	28	24	9	..	39
Do. Geography	7	27	28	73	30	30	49
Do. History .. ..	..	9	..	..	12	..	73
Do. English Grammar and Composition	7	15	10	73	30	..	39
Do. Music .. ..	..	45	85	121	..	..	..
Do. Sewing (Girls)	10	51	25	25	14	53	72
Do. Infant Lessons	19	56	27	43	22	50	37
Do. Object Lessons	19	27	..	121	22	45	53
No. of Teachers. { Master	1	1	1	..	..	..	..
{ Mistress .. ..	..	1	1	2	1	1	2
{ Assistants	1	1	..	..	1	1	1

SCHOOLS.

8	9	10	11	12	13	14	15	16
Roman Catholic St. Patrick's (Boys) Graham's Town.	Douglas Mission, Graham's Town.	English Church, Good Shepherd, Graham's Town.	English Church Alicedale.	Wesleyan Mission Farmerfield.	Wesleyan Mission Salem.	Wesleyan Mission Coyi.	Wesleyan Mission, Alicedale.	Wesleyan Mission, Burghersdorp.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
30 0 0	45 0 0	45 0 0	30 0 0	60 0 0	30 0 0	30 0 0	30 0 0	30 0 0
7 10 0	11 5 0	22 10 0	30 0 0	60 0 0	30 0 0	30 0 0	30 0 0	30 0 0
..	..	26 9 0	37 2 6	8 5 7	..	..	5 7 6	15 0 0
..	..	52 16 3	..	..	..	Nil	..	..
..	..	..	..	..	10 0 0	..	..	..
7 10 0	11 5 0	101 15 3	67 2 6	68 5 7	40 0 0	30 0 0	35 7 6	45 0 0
Closed 30, 9, 84.	Closed 30, 9, 84.	2d. & 3d.	2/6 & 5/	4d.	..	..	..	..
..	..	56	15	35	6	9	11	40
..	..	73	18	39	25	20	13	26
..	..	129	33	74	31	29	24	66
..	..	72	33	74	23	14	18	54
..
..	..	..	..	..	..	19	10	..
..	..	37	20	40	23	3	8	28
..	..	52	20	26	19	3	6	32
..	..	7	4	14	5	..	6	16
..	11	40	9	3	24	28
..	4	40	24	13
..	11	14	3	28
..	74	..	29	24	..
..	39	10
..	..	57	13	34	13	12	5	..
..
1	1	..	1	1	1
..	1	1	1	1	1
..	1	1

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TABLE V.—MISSION

	17	18	19	20	21	22	23
	Congrega- tional Mis., Alexandria.	Primitive Methodist Mission, Aliwal Nth.	Berlin Mis- sion, Pniel.	English Church, Boetsap.	Wesleyan Mission, Bar- ville Park.	Wesleyan Mission, Port Alfred.	English Church, Southwell.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant	30 0 0	45 0 0	45 0 0	30 0 0	37 10 0	37 10 0	30 0 0
Amount of Grant actually issued	7 10 0	37 10 0	45 0 0	30 0 0	16 17 6	18 15 0	22 10 0
School Fees .. ..	..	19 6 7	..	40 0 0	..	3 2 6	..
Voluntary Contributions .. ..	..	51 18 8	..	..	..	..	..
From other sources .. ..	..	..	123 1 6	6 0 0	..	..	..
Total	7 10 0	108 15 3	168 1 6	76 0 0	16 17 6	21 17 6	22 10 0
Rate of School Fee per month ..		1/8		2/			
No. on the Roll, Boys		20	62	14		36	
Do. Girls		28	80	24		34	
Do. Total		48	142	38		70	
No. learning to read English ..		35	71	38		41	
Do. do. Dutch .. ..		..	86	..		..
Do. do. Kafir .. ..		..	..	..		29	
Do. to write from Copy		21	24	10		25	
Do. Arithmetic, S. Rules		18	65	10		25	
Do. do. H. Rules		3	7	..		1	
Do. Geography		21	57	..		28	
Do. History .. ..		..	1	..		..
Do. English Grammar and Composition		7	..	..		..
Do. Music .. ..		..	142	..		41	
Do. Sewing (Girls)		28	80	..		21	
Do. Infant Lessons .. ..		..	57	..		29	
Do. Object Lessons		22	57	..		..
No. of Teachers		1	1	1	1	1	1
{ Master .. ..	..	..	..	..	..	..	..
{ Mistress .. ..	..	..	..	..	..	..	..
{ Assistants .. ..	..	..	1	..	1	1	..

SCHOOLS.

24	25	26	27	28	29	30	31	32
Dutch Church, Beaufort West	English Church, Beaufort West	Independent Mission, Bedford.	United Pres- byterian Mis- sion, Glenthorn	English Church, Bredasdorp.	English Church, Napier.	English Church, Struy's Bay.	English Church, Wagenhuis Krans.	Moravian Mission, Elim.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
60 0 0	30 0 0	45 0 0	30 0 0	60 0 0	75 0 0	30 0 0	30 0 0	75 0 0
60 0 0	30 0 0	11 5 0	30 0 0	60 0 0	75 0 0	30 0 0	22 10 0	75 0 0
26 8 3	6 19 9	..	9 17 0	2 11 0	3 10 0	0 10 0	10 5 7	25 11 0
12 10 0	7 2 6	..	..	..	..	0 7 6	5 0 0	0 10 0
..	20 0 0	..	3 10 0	64 10 0	10 0 0	..	12 5 0	6 8 0
98 18 3	64 2 3	11 5 0	43 7 0	127 1 0	88 10 0	30 17 6	50 0 7	107 9 0
	1/ & 2/		1/	4d.	4d.	4d.	4d.	2d. & 3d.
66	41		22	63	33	22	15	166
77	34		26	85	58	11	46	171
143	75		48	148	91	33	61	337
143	75		48	62	49	33	61	279
12	..		..	6	12	..	..	337
..	..		40	..	..	..	..	..
..	..		9	..	43	12	26	164
59	43		17	17	40	37	12	233
39	36		17	40	37	12	16	233
32	14		3	10	9	5	..	104
33	22		20	17	27	6	..	164
..	..		..	15	16	..	..	..
33	22		..	15	22	6	..	164
..	75		..	..	5	..	..	337
34	14		..	40	36	..	..	44
84	32		31	44	42	10	..	173
84	32		..	..	35	..	..	173
..	..		1	1	1	1	1	1
2	1		..	1	1	..	..	..
..	..		..	..	1	..	..	2

TABLE V.—MISSION

	49	50	51	52	53	54	55
	S. African Mission, Cape Town.	School of Industry, New Street, Cape Town.	St. Michael's English Church, Keerom St., Cape Town.	St. George's Orphanage Mission, Cape Town.	Congregational Church Mission, Barrack St., Cape Town.	Dutch Church, Bree Street, Cape Town.	St. Martin's, Cape Town.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant..	75 0 0	75 0 0	60 0 0	75 0 0	75 0 0	75 0 0	75 0 0
Amount of Grant actually issued	75 0 0	75 0 0	60 0 0	75 0 0	75 0 0	75 0 0	75 0 0
School Fees ..	24 17 0	103 18 10	8 3 4	22 3 10	25 6 11	37 9 3	146 0 6
Voluntary Contributions ..	12 13 4	20 14 6	..	..	116 0 6	83 5 5	53 3 2
From other sources ..	24 0 0	11 19 3	4 3 4	50 0 0	100 12 7	26 8 0	489 2 7
Total ..	136 10 4	211 12 7	111 6 8	147 3 10	317 0 0	222 2 8	763 6 2
Rate of School Fee per month ..	4d. & 8d.	4d. to 2/6	2d. & 3d.	2d. to 8d.		2d. to 1/4	1/9 to 4/
No. on the Roll, Boys ..	57	118	24	146	158	155	88
Do. Girls ..	103	266	85	194	146	230	81
Do. Total ..	160	384	109	340	304	385	169
No. learning to read English ..	60	384	109	340	184	160	102
Do. do. Dutch ..	60	..	..	..	..	46	..
Do. do. Kafir ..	..	..	..	..	..	..	..
Do. to write from Copy ..	44	149	65	60	65	46	102
Do. Arithmetic, S. Rules ..	37	331	40	57	60	160	139
Do. do. H. Rules ..	23	53	41	13	5	33	30
Do. Geography ..	23	177	83	30	45	33	102
Do. History ..	..	54	..	4	5	..	33
Do. English Grammar and Composition ..	..	111	10	7	45	33	19
Do. Music ..	..	..	..	..	..	..	169
Do. Sewing (Girls) ..	44	176	79	80	34	50	81
Do. Infant Lessons ..	100	273	44	263	118	225	67
Do. Object Lessons ..	..	111	67	340	54	..	67
No. of Teachers {							
Master ..	..	..	..	..	1	..	1
Mistress ..	2	1	2	2	1	2	1
Assistants ..	1	1	..	1	1	1	..

SCHOOLS.

56	57	58	59	60	61	62	63	
Wesleyan Mission, Sydney St., Cape Town.	St. John's English Church, Rogge Bay, Cape Town.	Trinity English Church (Boys), Cape Town.	Trinity English Church (Girls), Cape Town.	St. Mark's English Church, Upper Dept., Cape Town.	St. Ma English Church, Lower Dept., Cape Town.	Dutch Church Hanover St., Cape Town.	Roman Catholic Boys St. Aloysius Cape Town.	Roman Catholic Girls St. Bridgets Cape Town.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
60 0 0	75 0 0	75 0 0	30 0 0	75 0 0	30 0 0	75 0 0	75 0 0	75 0 0
60 0 0	75 0 0	75 0 0	30 0 0	75 0 0	30 0 0	75 0 0	75 0 0	75 0 0
111 18 9	17 11 10	144 0 4		69 10 10		38 10 6	294 10 9	180 10 0
50 0 0	2 0 0	1 0 0	Included in No. 58.	6 5 5	Included in No. 60.	83 5 5	..	..
4 17 0	..	35 10 0		..		2 8 0	100 10 10	..
226 15 9	94 11 10	255 10 4	30 0 0	150 16 3	30 0 0	199 3 11	470 1 7	255 10 0
2/ to 6/		1/ to 4/		4/ to 1/4		4d. to 1/	2/ and 4/	1/ and 2/
55	62	94	..	271		224	480	54
34	84	..	..	329		280	..	338
89	146	94	266	600		504	480	392
79	83	94	178	600		203	480	250
36	..	..	..	..		68	..	..
..
85	55	94	103	181		93	262	252
37	40	73	79	223		166	131	227
47	12	21	19	49		25	118	118
58	16	61	82	64		33	233	250
55	..	22	35	28		..	26	76
58	..	61	59	64		33	186	201
89	..	..	184	..		..	130	392
30	32	..	96	77		125	..	198
10	52	..	53	453		386	..	142
..	..	..	266	86		..	279	54
1	..	1	..	..		..	2	..
1	2	1	2	2		1	..	2
..	1	..	..	..		..	1	1

TABLE V—MISSION

	64	65	66	67	68	69	70
	English Church St. Paul's Cape Town.	Roman Catholic Sir Lowry Street, Cape Town.	Roman Catholic, Somerset Road, Cape Town.	Harbour Works, Cape Town.	Dutch Church, Rogge Bay, Cape Town.	English Church, Papendorp.	Dutch Church, Papendorp.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	75 0 0	75 0 0	75 0 0	75 0 0	75 0 0	75 0 0	75 0 0
Amount of Grant actually issued	75 0 0	75 0 0	75 0 0	75 0 0	75 0 0	75 0 0	75 0 0
School Fees ..	18 7 6	36 9 9	105 17 3	57 2 7	44 14 3	20 12 9	18 10 2
Voluntary Contributions ..	77 2 6	..	..	..	83 5 5	..	83 5 5
From other sources ..	..	28 13 9	136 6 0	40 5 5	2 8 0	..	..
Total ..	170 10 0	140 3 6	317 3 3	172 8 0	205 7 8	95 12 9	176 15 7
Rate of School Fee per month ..	4d.	1/ and 2/	1/6 and 2/	6d. to 2/7	4d. and 1/	1/	4d. to 1/
No. on the Roll, Boys ..	144	66	60	81	97	101	112
Do. Girls ..	168	102	184	74	126	117	133
Do. Total ..	312	168	244	155	223	218	245
No. learning to read English ..	312	86	244	155	172	76	76
Do. do. Dutch ..	..	..	..	..	117	..	76
Do. do. Kafir ..	..	..	..	..	..	..	..
Do. to write from Copy ..	31	82	86	74	61	50	59
Do. Arithmetic S. Rules ..	52	35	209	143	66	53	37
Do. do. H. Rules ..	4	35	35	12	52	23	39
Do. Geography ..	31	49	244	74	100	50	39
Do. History ..	..	19	18	20	..	14	39
Do. English Grammar and Composition ..	16	28	49	20	..	25	39
Do. Music ..	..	..	244	..	..	..	76
Do. Sewing (Girls) ..	45	28	48	34	20	15	52
Do. Infant Lessons ..	141	85	..	81	51	168	169
Do. Object Lessons ..	212	125	244	155	..	218	169
No. of Teachers. { Master ..	1	..	..	..	1	1	1
{ Mistress ..	1	2	2	2	1	1	1
{ Assistants ..	1	1	1	..	1	1	1

SCHOOLS.

71	72	73	74	75	76	77	78	79
Roman Catholic, Salt River.	English Church, Maitland Road.	S. Peter's English Church, Mowbray.	Wesleyan Mission, Mowbray.	St. Paul's English Church, Rondebosch.	English Church, Camp Ground.	English Church, Black River.	Roman Catholic, Rouwkoop.	English Church, Newlands.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
75 0 0	60 0 0	75 0 0	60 0 0	75 0 0	45 0 0	15 0 0	45 0 0	60 0 0
75 0 0	60 0 0	75 0 0	60 0 0	75 0 0	45 0 0	15 0 0	45 0 0	60 0 0
47 14 2	18 1 1	41 10 0	7 7 5	22 0 0	40 13 3	5 0 0	86 9 0	20 10 5
..	..	36 0 0	..	9 1 8	44 10 0	9 0 0	..	7 2 0
104 7 6	..	28 0 0	296 17 3	..	60 15 8	..	16 12 3	29 0 8
227 1 8	78 1 1	180 10 0	364 4 8	106 1 8	190 18 11	29 0 0	148 1 3	116 13 1
1/ and 2/	4d. to 2/	4d. to 2/	..	..	..	..	6d. to 4/	4d. to 1/4.
103	86	165	70	74	75	25	58	99
132	108	120	92	99	68	33	36	114
235	194	285	162	173	143	58	94	213
180	194	168	105	173	143	58	69	213
..
..
88	92	76	55	60	56	13	71	80
75	155	147	83	51	39	14	35	73
36	39	43	22	19	56	2	34	3
54	60	43	22	59	56	24	60	33
15	..	..	..	..	25	..	..	16
65	60	43	22	20	25	..	60	16
..	..	..	..	..	143	..	..	154
..	50	65	60	54	68	..	..	48
55	120	117	57	114	..	32	25	154
235	194	216	..	173	..	..	26	213
..	..	1	..	..	1	..	..	..
2	2	1	..	2	..	1	1	2
1	..	1	2	1	1	..	1	..

TABLE V—MISSION

	80	81	82	83	84	85	86	
	English Church, Protea.	English Church, Claremont.	Dutch Church, Claremont.	English Church, Plumstead.	School of Industry, Wynberg.	Dutch Church, Wynberg.	Roman Catholic, Wynberg.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Rate of Annual Grant ..	45 0 0	75 0 0	75 0 0	75 0 0	75 0 0	75 0 0	60 0 0	
Amount of Grant actually issued	39 7 6	75 0 0	56 5 0	75 0 0	75 0 0	75 0 0	48 15 0	
School Fees	4 13 7	43 18 2	..	50 15 1	72 3 3	21 18 10	37 14 7	
Voluntary Contributions ..	30 0 0	41 8 0	..	..	..	..	..
From other sources .. ..	..	78 9 11	..	60 0 0	..	..	54 8 0
Total	74 1 1	238 16 1	56 5 0	185 15 1	147 3 3	96 18 10	140 17 7	
Rate of School Fee per month	4d.	4d. to 4/	..	1/ to 2/	3/ to 6/	4/ to 1/	1/ & 2/	
No. on the Roll, Boys ..	28	155	..	54	..	76	46	
Do. Girls ..	27	115	..	52	59	99	71	
Do. Total ..	55	270	..	106	59	175	117	
No. learning to read English	55	270	Closed, 31.3.85.	77	59	65	117	
Do. do. Dutch ..	..	..		..	..	65	..
Do. do. Kafir ..	..	..		..	..	..	..
Do. to write from Copy ..	9	151		..	41	54	54	58
Do. Arithmetic S Rules ..	20	91		..	60	8	54	48
Do. do. H Rules ..	3	48		..	17	46	11	22
Do. Geography ..	9	139		..	30	38	28	22
Do. History	38		..	2	24	..	5
Do. English Grammar and Composition	58		..	15	24	22	22
Do. Music	63		59	..	117
Do. Sewing (Girls) ..	16	50		..	30	59	33	60
Do. Infant Lessons	131		..	29	5	110	58
Do. Object Lessons ..	2	58		5	37	..
No. of Teachers. { Master ..	1	1	..	..	..	..	..
{ Mistress ..	..	1	2	2	1	2	2
{ Assistants ..	1	1	1	1	1	1	1	

SCHOOLS.

87	88	89	90	91	92	93	94	95
English Church, Constantia.	Dutch Church, Houts Bay.	Wesleyan Church, Diep River.	Dutch Church, Cape Downs.	Wesleyan Mission, Klipfontein.	English Church, Durbanville.	English Church, Bellville.	Rhenish Mission, Sarepta.	Mission School, Sea Point.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
45 0 0	30 0 0	45 0 0	30 0 0	37 10 0	45 0 0	30 0 0	37 10 0	45 0 0
45 0 0	30 0 0	45 0 0	30 0 0	37 10 0	45 0 0	30 0 0	37 10 0	45 0 0
13 4 7	7 8 7	5 0 0	12 13 9	..	6 11 8	7 5 4	..	9 14 3
..	10 0 0	..	10 0 0	..	..	321 12 0	..	36 0 0
34 15 5	..	46 17 9	..	36 9 3	30 0 0	35 0 0	30 0 0	10 0 0
93 0 0	47 8 7	96 17 9	52 13 9	73 19 3	81 11 8	393 17 4	67 10 0	100 14 3
4/ to 1/	4d. & 1/	..	..	..	4d.	4d.	..	4d to 1/
42	42	49	15	17	19	45	28	39
45	48	37	17	40	51	52	46	55
87	90	86	32	57	70	97	74	94
87	40	86	26	32	28	73	24	44
4	..	21	16	20	14	15	49	..
..
44	25	33	17	19	21	36	18	20
36	24	23	20	17	22	60	36	23
8	16	10	12	5	4	18	..	10
30	17	16	12	6	8	28	9	20
8	17	..	5	..	..	..	..	10
8	17	..	6	5	3	12	4	20
44	..	..	..	..	..	..	..	..
24	..	..	..	12	35	..	17	13
32	50	..	6	26	27	24	25	47
87	16	..	..	..	..	..	..	47
1	..	1	1	1	..	1	1	..
..	1	1	..	..	1	..	..	1
1	1	..	..	1	1	..	1	1

TABLE V.—MISSION

	96	97	98	99	100	101	102
	Mission School, Robben Island.	Deaf & Dumb Institution, Cape Town.	Rhenish Mission, Carnarvon.	Moravian Mission, Goshen.	United Presbyterian Mission, Henderson.	English Church, Clanwilliam.	Augsburg Mission, Clanwilliam.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	..	140 0 0	75 0 0	75 0 0	30 0 0	30 0 0	30 0 0
Amount of Grant actually issued ..	..	140 0 0	75 0 0	75 0 0	30 0 0	30 0 0	15 0 0
School Fees	29 16 0	5 10 0	..	9 11 6	..	..	..
Voluntary Contributions ..	..	..	..	..	..	15 0 0	..
From other sources .. ..	..	18 18 0	158 0 0	3 1 0	..	37 0 0	..
Total	29 16 0	164 8 0	233 0 0	87 12 6	30 0 0	82 0 0	15 0 0
Rate of School Fee per month	1/ & 2	1/ & 5/		3d.			
No. on the Roll, Boys ..	26	9	56	51	17	29	
Do. Girls ..	22	2	57	51	26	35	
Do. Total ..	48	11	113	102	43	64	
No. learning to read English ..	48	6	75	80	32	38	
Do. do. Dutch ..	..	1	87	..	..	..
Do. do. Kafir ..	..	..	..	80	32	..	
Do. to write from Copy ..	32	11	37	24	22	38	
Do. Arithmetic, S. Rules ..	7	8	87	51	13	13	
Do. do. H. Rules ..	16	2	11	11	10	9	
Do. Geography	19	11	75	23	15	9	
Do. History	19	1	..	..	..	..
Do. English Grammar and Composition ..	19	6	..	7	..	..
Do. Music	21	..	99	102	43	..	
Do. Sewing (Girls) ..	9	..	32	20	..	..
Do. Infant Lessons ..	18	5	38	25	11	26	
Do. Object Lessons ..	..	..	75	42	16	..	
No. of Teachers. { Master ..	1	..	1	1	..	1	1
{ Mistress ..	..	1	1	1	1	..	..
{ Assistants ..	1	..	1	1	..	..	..

Closed 31.12.84.

SCHOOLS.

	103	104	105	106	107	108	109	110	111
	Rhenish Mission, Wupperthal.	Rhenish Mission, Honing Valley.	Rhenish Mission, Ebenezer.	Dutch Church, Elandskloof.	Wesleyan Mission, Galesberg.	English Church, Colesberg.	Wesleyan Mission, Cradock.	Wesleyan Mission, East London.	Roman Catholic, Pannure.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	75 0 0	15 0 0	30 0 0	30 0 0	60 0 0	15 0 0	60 0 0	45 0 0	75 0 0
Amount of Grant actually issued ..	75 0 0	15 0 0	30 0 0	30 0 0	37 10 0	15 0 0	60 0 0	33 15 0	75 0 0
School Fees	8 5 0	..	..	9 19 6	37 10 0	8 13 6	37 0 0	..	20 0 0
Voluntary Contributions ..	..	..	Nil.	..	..	..	..	Nil.	..
From other sources	6 0 0	25 0 0	..	100 0 0	..	..	..	..	..
Total	89 5 0	40 0 0	30 0 0	139 19 0	75 0 0	23 13 6	97 0 0	33 15 0	95 0 0
Rate of School Fee per month	3d.	..	..	4d.	1/	1/	..	..	1/ to 3/
No. on the Roll, Boys ..	77	21	39	50	26	16	81	16	177
Do. Girls ..	90	19	64	49	27	11	95	23	164
Do. Total ..	167	40	103	99	53	27	176	39	341
No. learning to read English ..	92	4	103	46	23	25	103	6	247
Do. do. Dutch ..	92	40	103	46	..	..	..	..	..
Do. do. Kafir ..	..	..	..	..	..	..	..	17	..
Do. to write from Copy ..	76	12	18	46	2	8	68	..	176
Do. Arithmetic, S. Rules ..	65	19	63	26	20	10	84	8	147
Do. do. H. Rules ..	27	4	8	20	3	3	19	..	60
Do. Geography	76	..	..	26	23	2	68	..	71
Do. History .. .. .	..	..	..	..	..	..	..	..	20
Do. English Grammar and Composition ..	48	..	..	..	2	2	19	..	71
Do. Music	167	..	..	..	..	..	..	..	341
Do. Sewing (Girls) ..	54	..	..	..	..	..	39	..	135
Do. Infant Lessons ..	93	11	..	..	16	..	73	..	87
Do. Object Lessons ..	..	..	..	..	14	..	..	..	341
No. of Teachers. { Master ..	..	1	1	1	..	..	1	1	..
{ Mistress ..	2	..	..	..	1	1	..	..	2
{ Assistants ..	1	..	..	..	..	..	2	..	1

TABLE V—MISSION

	112	113	114	115	116	117	118
	Wesleyan Mission, Fort Beaufort.	Wesleyan Mission, Tini's Location.	English Church, Boundary Hill.	United Presbyterian Mission, Adelaide.	Independent Mission, Dorrington's.	English Church, Fraserburg.	Roman Catholic, George.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	37 10 0	30 0 0	45 0 0	30 0 0	30 0 0	30 0 0	30 0 0
Amount of Grant actually issued	37 10 0	30 0 0	45 0 0	30 0 0	30 0 0	30 0 0	30 0 0
School Fees	2 15 0	2 10 6	10 3 5	11 10 0	15 0 0	5 17 5	1 7 0
Voluntary Contributions ..	..	..	..	..	..	..	..
From other sources	1 3 2	5 0 0	2 10 0	6 0 0	..	30 0 0	104 16 8
Total	41 8 2	37 10 6	57 13 5	47 10 0	45 0 0	65 17 5	136 3 8
Rate of School Fee per month	1/	1/	..	1/	6d.	3d.	2/ and 2/6
No. on the Roll, Boys ..	31	12	22	25	30	19	10
Do. Girls	40	20	35	28	34	23	12
Do. Total	71	32	57	53	64	42	22
No. learning to read English	41	20	57	53	43	15	19
Do. do. Dutch .. .. .	..	..	..	..	5	..	..
Do. do. Kafir	29	14	57	..	26	..	..
Do. to write from Copy ..	19	9	22	16	29	10	10
Do. Arithmetic, S. Rules ..	34	6	42	21	36	11	11
Do. do. H. Rules	7	4	14	4	19	..	5
Do. Geography	20	5	14	3	26	9	6
Do. History .. .. .	..	..	..	..	..	2	..
Do. English Grammar and Composition ..	..	1	3	..	..	2	5
Do. Music	41	32	57	..	40	..	..
Do. Sewing (Girls)	27	..	..	..	33	7	12
Do. Infant Lessons	21	9	..	26	6	35	3
Do. Object Lessons	41	..	..	..	..	9	..
No. of Teachers. { Master	1	..	1	..	1	..	1
{ Mistress .. .. .	..	1	..	1	..	1	..
{ Assistants	1	..	1	..	..	..	..

SCHOOLS.

119	120	121	122	123	124	125	126	127
Dutch Church, George.	Dutch Church, Coloured, George.	Dutch Church, Uitkyk.	Dutch Church, Ezelsjagt.	Dutch Church, Watsonsdorp.	English Church, George.	Independent Mission, Pacaltsdorp.	Wesleyan Mission, Agnes.	Wesleyan Mission, Zwartwater.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
60 0 0	45 0 0	30 0 0	30 0 0	30 0 0	75 0 0	75 0 0	60 0 0	20 0 0
60 0 0	45 0 0	30 0 0	30 0 0	5 0 0	75 0 0	75 0 0	60 0 0	15 0 0
30 2 0	30 0 0	30 0 0	30 0 0	5 0 0	26 19 10	..	..	..
..	..	..	..	..	..	55 18 6	..	..
36 5 9	17 17 8	0 10 6	..	27 13 11	50 4 8	..	12 10 0	7 10 0
126 7 9	92 17 8	60 10 6	60 0 0	37 13 11	152 4 6	130 18 6	72 10 0	22 10 0
1/ and 1/6	..	..	..	..	6d. to 2/	..	..	..
57	41	25	20	34	93	69	23	15
61	45	30	24	39	79	78	45	24
118	86	55	44	73	172	147	68	39
98	33	27	30	15	119	85	56	35
81	38	27	22	73	..	27	..	..
..	..	..	..	..	..	..	56	18
86	33	31	26	..	63	45	..	5
70	33	24	36	73	94	55	33	18
11	..	..	8	..	25	26	15	5
98	21	21	31	73	84	44	14	5
10	..	48	..	..	25	..	..	..
28	10	..	8	..	55	26	14	..
..	..	..	..	73	172	147	68	26
49	19	..	..	..	32	19	32	..
20	53	18	13	58	53	62	12	17
54	10	..	31	..	172	..	..	22
..	..	1	1	1	1	1	1	1
2	1	..	..	..	1	1	..	..
..	1	..	..	..	1	1	1	..

TABLE V.—MISSION

	128	129	130	131	132	133	134
	Wesleyan Mission, Bowden.	Wesleyan Mission, Macibini.	Wesleyan Mission, Msintila.	Wesleyan Mission, Xonxe.	Wesleyan Mission, Bengu.	Wesleyan Mission, Mkapuse.	Wesleyan Mission, Cacadu.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	40 0 0	70 0 0	20 0 0	60 0 0	30 0 0	30 0 0
Amount of Grant actually issued	17 10 0	40 0 0	52 10 0	20 0 0	42 10 0	7 10 0	30 0 0
School Fees .. .. .	..	..	..	..	..	..	..
Voluntary Contributions ..	..	..	..	..	..	..	..
From other sources .. ..	..	10 0 0	7 10 0	10 0 0	10 0 0	..	10 0 0
Total	17 10 0	50 0 0	60 0 0	30 0 0	52 10 0	7 10 0	40 0 0
Rate of School Fee per month							
No. on the Roll, Boys..		17	26	22	32		12
Do. Girls..		19	37	12	32		18
Do. Total ..		36	63	34	64		30
No. learning to read English.		20	54	18	56		21
Do. do. Dutch ..		..	..	..	..		..
Do. do. Kafir ..		20	51	22	64		30
Do. to write from Copy ..		7	14	4	18		18
Do. Arithmetic S. Rules ..		26	21	15	42		19
Do. do. H. Rules ..		14	17	4	22		2
Do. Geography		16	19	4	22		21
Do. History .. .. .		..	11	..	..		..
Do. English Grammar and Composition ..		16	13	4	13		2
Do. Music		36	63	26	64		21
Do. Sewing (Girls) ..		21	37	..	27		..
Do. Infant Lessons ..		13	18	6	..		9
Do. Object Lessons ..		..	..	..	..		..
No. of Teachers. { Master	1	..	..	1	1	1	1
{ Mistress .. ..	..	1	1	..	..	..	..
{ Assistant	1	1	2	..	1	..	..

SCHOOLS.

135	136	137	138	139	140	141	142	143
Wesleyan Mission, Ggebenya.	Wesleyan Mission, Matyantya.	Wesleyan Mission, Vaal Bank.	English Church, Komana's.	English Church, Indwe.	English Church, Guba.	Independent Mission, Graaff-Reinet	Independent Mission, (Basutos) Graaff-Reinet	Roman Catholic, Graaff-Reinet
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
20 0 0	20 0 0	30 0 0	30 0 0	45 0 0	30 0 0	75 0 0	30 0 0	45 0 0
20 0 0	15 0 0	22 10 0	30 0 0	45 0 0	30 0 0	75 0 0	30 0 0	45 0 0
..	12 0 0	..	..	50 9 6	17 10 0	45 14 0
..
7 10 0	..	10 0 0	..	17 7 0	90 0 0	6 0 0	..	27 0 6
27 10 0	15 0 0	32 10 0	42 0 0	62 7 0	120 0 0	131 9 6	47 10 0	117 14 6
..	6d. to 2/	6d. to 1/6	2/6 to 5/
13	..	30	22	19	11	75	32	14
14	..	32	9	24	15	69	27	25
27	..	62	31	43	26	144	59	39
19	..	46	20	35	18	98	28	29
..	98	..	..
19	..	43	31	25	16	27	..	..
16	..	24	..	18	..	..	9	22
10	..	23	15	29	21	54	20	8
9	..	10	5	4	..	24	5	12
16	..	10	1	29	..	13	1	10
..	1	..	..	9	..	..
1	1	4	..	9	..	14
16	..	47	..	29	..	..	..	6
..	21	..	39	..	34
8	..	4	..	8	8	46	31	15
..	13
1	1	1	1	1	1	1	1	..
..	1	..	1
..	1	..	1	..	1

TABLE V.—MISSION

	144	145	146	147	148	149	150
	Dutch Church, Graaff-Reinet.	Dutch Church, Stockenstrom-street, Graaff-Reinet.	English Church, Kafir Mission, Graaff-Reinet.	Wesleyan Mission, Wittebergen	Wesleyan Mission, Ntunja (Mehloma-kulu's)	Wesleyan Mission, Manxebu's Kraal.	Wesleyan Mission, Bamboos-spruit.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	45 0 0	75 0 0	30 0 0	30 0 0	30 0 0	30 0 0	30 0 0
Amount of Grant actually issued	45 0 0	75 0 0	30 0 0	30 0 0	30 0 0	30 0 0	25 0 0
School Fees ..	14 5 0	92 8 6	..	10 0 0	10 0 0	10 0 0	12 13 0
Voluntary Contributions ..	..	6 1 4	..	..	..	..	..
From other sources ..	..	65 0 0	30 0 0	10 0 0	10 0 0	10 0 0	8 0 0
Total ..	59 5 0	238 9 10	60 0 0	50 0 0	50 0 0	50 0 0	45 13 0
Rate of School Fee per month ..	6d. & 1/	1/ to 6/	..	6d.	6d.	..	6d.
No. on the Roll, Boys ..	54	76	51	32	28	26	25
Do. Girls ..	43	88	39	25	24	23	27
Do. Total ..	97	164	90	57	52	49	52
No. learning to read English ..	60	139	90	42	52	35	52
Do. do. Dutch ..	31	95	..	2	..	..	..
Do. do. Kafir ..	..	..	..	42	33	40	..
Do. to write from Copy ..	43	108	25	23	7	8	20
Do. Arithmetic, S. Rules ..	57	97	43	26	29	20	14
Do. do. H. Rules ..	7	46	12	..	9	8	47
Do. Geography ..	10	65	15	8	22	8	4
Do. History ..	..	24	..	..	..	..	..
Do. English Grammar and Composition ..	..	61	7	..	2	..	6
Do. Music ..	..	..	..	..	..	..	..
Do. Sewing (Girls) ..	..	88	..	..	..	..	..
Do. Infant Lessons ..	21	..	..	..	..	..	..
Do. Object Lessons ..	..	..	..	..	..	..	..
No. of Teachers. { Master ..	1	1	1	1	1	1	1
{ Mistress ..	..	1	..	..	..	..	..
{ Assistants ..	1	1	..	..	..	..	..

SCHOOLS.

151	152	153	154	155	156	157	158	159
Wesleyan Mission, Tapoleng (Mapoliseng).	Wesleyan Mission, Ndofela.	French Mission, Hohobeng.	French Mission, Sethaleng.	English Church, Qibira.	English Church, Qoboshani.	English Church, Walazaskraal.	Moravian Mission, Clarkson.	Moravian Mission, Snyklip.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
30 0 0	30 0 0	30 0 0	20 0 0	30 0 0	30 0 0	30 0 0	75 0 0	15 0 0
27 10 0	27 10 0	26 5 0	20 0 0	30 0 0	30 0 0	27 10 0	75 0 0	15 0 0
7 7 6	6 6 0	10 0 0	5 0 0	0 10 0	5 0 0	0 5 0	14 4 0	2 11 6
..
2 10 0	24 15 6	..	..	19 10 0	5 0 0	11 15 0	8 1 9	..
37 7 6	58 11 6	36 5 0	25 0 0	50 0 0	40 0 0	39 10 0	97 5 9	17 11 6
4½d.	6d.	6d.	2½d.	..	6d.	..	3d. & 4d.	3d.
9	17	47	21	35	23	26	48	14
21	12	19	17	14	30	18	55	20
30	29	66	38	49	53	44	103	34
20	18	19	21	49	53	44	103	34
4	..	..	..	..	..	..	103	..
2	18	..	..	49	53	44	..	34
10	6	11	..	10	2	..	62	20
10	5	18	20	20	33	23	51	34
7	5	3	..	4	2	1	54	..
11	6	66	38	10	20	..	54	34
..
2	..	..	..	..	..	..	24	..
30	29	..	..	49	..	44	103	34
..	..	..	..	..	..	..	30	20
15	11	..	..	27	4	..	..	..
..	..	..	..	..	..	..	51	..
1	1	1	1	1	1	1	2	1
..
..	..	..	..	..	..	..	1	..

TABLE V.—MISSION

	160	161	162	163	164	165	166
	Moravian Mission, Zitzikamma River.	Independent Mission, Hankey.	Independent Mission, Kruis Fontein.	Dutch Church, Zitzikamma Bush.	Wesleyan Mission, Jansenville.	S. Matthew's Mission, Kimberley.	St. Cyprian's Mission, Kimberley.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	45 0 0	30 0 0	30 0 0	30 0 0	30 0 0	45 0 0
Amount of Grant actually issued	30 0 0	45 0 0	30 0 0	30 0 0	30 0 0	30 0 0	41 5 0
School Fees ..	4 17 6	5 10 6	32 10 0	10 7 0	10 0 0	42 11 0	126 12 0
Voluntary Contributions ..	56 4 8	25 9 6	0 15 0	..	..	..	11 5 0
From other sources ..	..	14 0 0	..	..	..	..	..
Total ..	91 2 2	90 0 0	63 5 0	40 7 0	40 0 0	72 11 0	179 2 0
Rate of School Fee per month ..	3d.		9d. & 1/	6d. & 1/	4d.		2/ to 8/
No. on the Roll, Boys ..	20	37	25	24	17	51	
Do. Girls ..	29	57	62	17	24	53	
Do. Total ..	49	94	87	41	41	104	
No. learning to read English ..	30	66	..	5	19	104	
Do. do. Dutch ..	..	9	29	20	1	..	
Do. do. Kafir ..	49	..	..	..	19	..	
Do. to write from Copy ..	30	14	30	12	4	20	
Do. Arithmetic, S. Rules ..	30	62	31	23	19	36	
Do. do. H. Rules ..	3	3	..	..	4	..	
Do. Geography ..	49	26	..	..	..	1	
Do. History ..	..	..	..	..	..	..
Do. English Grammar and Composition ..	..	9	..	..	..	..
Do. Music ..	49	..	..	..	41	1	
Do. Sewing (Girls) ..	..	57	..	..	..	..
Do. Infant Lessons ..	..	28	31	5	22	..	
Do. Object Lessons ..	..	..	..	..	..	..
No. of Teachers { Master ..	1	..	1	..	1	1	1
{ Mistress ..	..	1	..	1	..	..	1
{ Assistants ..	..	1	..	..	..	..	1

No Return.

SCHOOLS.

	167	168	169	170	171	172	173	174	175
	Wesleyan Mission, Newton.	All Saints' Mission, Du Toit's Pan.	Congregational Mission, Gway's Village, Kimberley.	Congregational Mission, Barkly Street, Kimberley.	Lutheran Mission, K. William's Town.	Wesleyan Mission, King William's Town.	Wesleyan Mission, Ngqokwebi.	Wesleyan Mission, Izeleni.	Wesleyan Mission, Annshaw.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	75 0 0	45 0 0	30 0 0	60 0 0	30 0 0	45 0 0	45 0 0	120 0 0
Amount of Grant actually issued	30 0 0	75 0 0	37 10 0	30 0 0	60 0 0	7 10 0	45 0 0	45 0 0	86 5 0
School Fees ..	19 16 0	111 13 3	14 0 0	11 9 6	65 5 0	..	11 5 0	11 5 0	5 15 0
Voluntary Contributions ..	12 0 0	8 5 0	..	15 0 0	..	..	..	..	..
From other sources ..	..	7 5 0	..	..	..	..	7 4 6	7 4 6	10 0 0
Total ..	61 16 0	202 3 3	51 10 4	56 9 6	125 5 0	7 10 0	63 9 6	63 9 6	102 0 0
Rate of School Fee per month ..	2/ & 4/	2/ & 4/	2/ to 4/	2/ to 4/	2/ to 4/				
No. on the Roll, Boys ..	11	121	49	37	36		28	13	63
Do. Girls ..	9	126	72	38	27		52	21	76
Do. Total ..	20	247	121	75	63		80	34	139
No. learning to read English ..	..	150	104	75	49		42	25	84
Do. do. Dutch ..	..	43	11	..	..		..	..	..
Do. do. Kafir ..	..	..	..	..	..		..	..	..
Do. to write from Copy ..	..	..	..	..	..		..	..	..
Do. Arithmetic, S. Rules ..	..	62	23	16	41		21	11	64
Do. do. H. Rules ..	..	96	30	24	42		36	16	63
Do. Geography ..	..	7	..	..	8		10	9	28
Do. History ..	..	25	32	24	19		16	9	46
Do. English Grammar and Composition ..	..	..	..	..	..		..	..	..
Do. Music ..	..	25	..	3	19		..	..	12
Do. Sewing (Girls) ..	..	..	..	75	63		..	..	62
Do. Infant Lessons ..	..	49	20	..	27		33	18	60
Do. Object Lessons ..	..	95	45	41	14		33	9	44
Do. ..	..	17	..	..	..		42	34	34
No. of Teachers { Master ..	1	1	1	1	..	1	1	1	1
{ Mistress ..	..	1	..	..	2	..	..	..	..
{ Assistants ..	..	1	..	..	..	..	1	1	1

Closed 30.9.84.

TABLE V.—MISSION

	176	177	178	179	180	181	182
	Wesleyan Mission, Annsshaw (Girls).	Wesleyan Mission, Peuleni.	Wesleyan Mission, Idebe.	Wesleyan Mission, Matubele's.	Wesleyan Mission, Emdizeni.	Wesleyan Mission, Emxumbu.	Wesleyan Mission, Ncera.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant .. ..	..	45 0 0	60 0 0	45 0 0	30 0 0	45 0 0	30 0 0
Amount of Grant actually issued		45 0 0	56 5 0	41 5 0	30 0 0	45 0 0	30 0 0
School Fees	Included in No. 175.	10 0 0			3 5 0		
Voluntary Contributions .. ..		..	Nil	Nil	..	Nil	Nil
From other sources .. ..		..			..
Total .. ..	..	55 0 0	56 5 0	41 5 0	33 5 0	45 0 0	30 0 0
Rate of School Fee per month ..							
No. on the Roll, Boys		40	34	12	21	17	
Do. Girls		43	70	32	20	38	
Do. Total.. ..		83	104	44	41	55	
No. learning to read English ..	Closed 30.9.84.	51	68	32	33	19	No Return.
Do. do. Dutch .. ..		..	..	..	..	..
Do. do. Kafir		59	67	33	33	13	
Do. to write from Copy		17	50	11	15	13	
Do. Arithmetic, S. Rules		23	38	12	18	19	
Do. do. H. Rules		16	30	9	6	8	
Do. Geography		42	30	25	14	13	
Do. History .. ..		..	..	..	..	..
Do. English Grammar and Composition		8	11	8	8	6	
Do. Music		63	..	44	..	34	
Do. Sewing (Girls)		23	28	16	..	23	
Do. Infant Lessons		16	..	9	16	21	
Do. Object Lessons		8	104	..	..	19	
No. of Teachers. { Master .. ..	..	1	1	1	..	1	..
{ Mistress .. ..	..	..	..	..	1	..	1
{ Assistants.. ..	..	1	2	1	..	1	..

SCHOOLS.

183	184	185	186	187	188	189	190	191
Wesleyan Mission, Ingwenga.	Wesleyan Mission, Rabula.	Wesleyan Mission, Ezincuka.	Wesleyan Mission, Emnqaba.	Wesleyan Mission, Nhlankomo.	Wesleyan Mission, Amatole Basin.	Wesleyan Mission, Tyamko's.	Wesleyan Mission, Mount Coke.	Wesleyan Mission, Tamacha.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
30 0 0	30 0 0	30 0 0	45 0 0	30 0 0	45 0 0	20 0 0	45 0 0	45 0 0
30 0 0	30 0 0	30 0 0	41 5 0	30 0 0	41 5 0	30 0 0	48 15 0	45 0 0
4 0 0	0 10 0	6 0 0	10 0 0	10 0 0	10 0 0	10 0 0	10 0 0	10 0 0
..
..
34 0 0	30 10 0	36 0 0	51 5 0	40 0 0	51 5 0	40 0 0	58 15 0	55 0 0
18	18	27	28	25	19	18	52	45
22	20	42	38	23	45	15	46	42
40	38	69	66	48	64	33	98	87
13	25	27	22	48	45	21	44	56
..
17	25	35	66	48	64	33	32	56
11	16	7	22	8	24	7	16	29
6	16	16	14	22	45	17	23	30
4	3	6	14	8	12	5	13	26
11	16	9	14	13	24	5	12	18
..
..	3	..	7	5	..	1	5	13
..	38	39	46	34	64	20	98	57
17	..	..	21	..	19	..	30	32
2	5	13	20	14	..	11	44	31
..	..	..	14	..	29	33	9	16
..	1	1	1	1	..	1	1	1
1	..	..	..	..	1	..	..	..
..	..	..	1	..	1	..	1	1

TABLE V—MISSION

	192	193	194	195	196	197	198
	Wesleyan Mission, Buffalo Ford.	Wesleyan Mission, Eququala.	Wesleyan Mission, Tyeni.	Wesleyan Mission, Erode.	Wesleyan Mission, Izimbaba.	Wesleyan Mission, Sentse's.	Independent Mission, Brownlee's Station.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant	30 0 0	45 0 0	37 10 0	30 0 0	30 0 0	20 0 0	60 0 0
Amount of Grant actually issued	30 0 0	45 0 0	31 17 6	30 0 0	30 0 0	10 0 0	60 0 0
School Fees	10 0 0	10 0 0	10 0 0	10 0 0	10 0 0	..	6 0 0
Voluntary Contributions .. ..	..	..	..	..	..	..	..
From other sources .. ..	..	..	..	..	..	..	..
Total	40 0 0	55 0 0	41 17 6	40 0 0	40 0 0	10 0 0	66 0 0
Rate of School Fee per month ..							
No. on the Roll, Boys	14	41	36	27	23		47
Do. Girls	22	54	30	38	18		61
Do. Total	36	95	66	65	41		108
No. learning to read English ..	16	30	46	17	18		70
Do. do. Dutch .. ..	..	..	..	..	..		..
Do. do. Kafir	18	30	56	19	18		..
Do. to write from Copy	11	35	56	13	5		17
Do. Arithmetic, S. Rules	19	20	46	14	9		27
Do. do. H. Rules	5	25	10	5	9		17
Do. Geography	7	30	56	12	14		17
Do. History .. ..	..	..	..	..	..		..
Do. English Grammar and Composition	3	2	..	..	..		..
Do. Music	10	52	66	17	14		108
Do. Sewing (Girls) .. ..	..	44	28	28	13		61
Do. Infant Lessons	14	50	16	24	23		38
Do. Object Lessons .. ..	..	10	10	5	37		..
No. of Teachers. { Master	1	1	..	..	..	..	1
{ Mistress .. ..	..	..	1	1	1	1	..
{ Assistants .. ..	..	1	1	..	..	..	2

SCHOOLS.

199	200	201	202	203	204	205	206	207
Independent Mission, Ezinyoka.	Independent Mission, Tafeni.	Independent Mission, Balasi.	Independent Mission, Intsikizeni.	Independent Mission, Mgesha.	Independent Mission, Harper-ton.	Independent Mission, Olivedale.	Independent Mission, Ngudhli's Kraal.	Independent Mission, Tshatshu's.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
45 0 0	30 0 0	30 0 0	30 0 0	45 0 0	30 0 0	45 0 0	45 0 0	30 0 0
11 5 0	15 0 0	26 5 0	22 10 0	45 0 0	15 0 0	45 0 0	45 0 0	7 10 0
..	..	0 4 6	..	8 14 6	2 10 0	6 0 0	11 2 6	..
..
..
11 5 0	15 0 0	26 9 6	22 10 0	53 14 6	17 10 0	51 0 0	56 2 6	7 10 0
		4/6		4/6	4/6	4/6	4/6	
		13		21	16	4	37	..
		17		31	28	28	50	..
		30		52	44	32	87	
		15		25	14	32	87	
		
		5		29	21	18	87	
		5		21	..	23	40	
		15		14	17	11	23	
		1		6	2	11	4	
		2		6	5	10	4	
		
		30		..	..	3	..	
		17		52	44	32	87	
		10		14	..	24	50	
		..		52	..	..	65	
		..		..	..	..	87	
..	..	..	..	1	..	..	1	..
1	1	1	1	1	1	1	1	1
1	..	..	..	..	..	1	1	..

[G. 9—'86.]

K

TABLE V.—MISSION

	208	209	210	211	212	213	214
	Independent Mission, Donnington.	Free Church, Pirie.	Free Church, Jafta's Location.	Free Church, Knox.	Free Church, Rankine.	Free Church, Tynsha.	Free Church, Burnshill.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	75 0 0	30 0 0	30 0 0	20 0 0	20 0 0	45 0 0
Amount of Grant actually issued	30 0 0	75 0 0	30 0 0	30 0 0	15 0 0	20 0 0	45 0 0
School Fees .. .. .	..	26 2 6	8 19 4	3 15 6	3 10 0	3 9 1	20 0 0
Voluntary Contributions ..	Nil	1051 12 6	..	..	..	..	..
From other sources .. ..	..	47 10 0	..	..	3 0 0	3 0 0	..
Total	30 0 0	1200 5 0	38 19 4	33 15 6	21 10 0	26 9 1	65 0 0
Rate of School Fee per month			1/6	1/6			10d
No. on the Roll, Boys..	46		26	24	23	17	44
Do. Girls..	41		26	19	33	31	67
Do. Total ..	87		52	43	56	48	111
No. learning to read English.	72		52	21	16	48	111
Do. do. Dutch ..	..		..	..	..	..	..
Do. do. Kafir ..	72	No Return.	49	43	56	42	107
Do. to write from Copy ..	9		7	17	6	19	61
Do. Arithmetic S. Rules ..	25		52	14	11	20	74
Do. do. H. Rules ..	4		..	8	5	8	27
Do. Geography	4		..	15	6	10	27
Do. History .. .. .	..		..	..	..	..	..
Do. English Grammar and Composition ..	..		..	..	2	5	..
Do. Music	87		..	43	..	..	111
Do. Sewing (Girls) ..	14		49	..	42	29	50
Do. Infant Lessons ..	31		36	..	56	48	..
Do. Object Lessons ..	..		..	17	42	48	..
No. of Teachers. { Master	1	1	..	1	1	1	1
{ Mistress .. ..	..	1	1	..	..	..	1
{ Assistant	1	1	..	..	..	..	..

SCHOOLS.

215	216	217	218	219	220	221	222	223
Free Church, Gxulu.	Free Church, Falconer.	Free Church, Debe.	Free Church, Emnyameni.	Free Church, Njikelana's.	Free Church, Gqumashashi.	Free Church, Gillton.	Free Church, Macfarlane.	Free Church, Kwezana.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
30 0 0	30 0 0	30 0 0	20 0 0	30 0 0	45 0 0	45 0 0	20 0 0	30 0 0
30 0 0	30 0 0	30 0 0	18 6 8	30 0 0	45 0 0	22 10 0	5 0 0	30 0 0
5 0 0	3 0 0	10 0 0	10 0 0	2 0 0	10 0 0	5 0 0	..	6 0 0
..
1 5 0	..	..	3 15 0	16 0 0	..	..	..	..
36 5 0	33 0 0	40 0 0	32 1 8	48 0 0	55 0 0	27 10 0	5 0 0	36 0 0
	10d	..	..	6d	1/	..		4d.
18	30	30	52	27		28		19
33	26	45	48	27		28		41
51	56	75	100	54		56		60
23	40	42	50	28		23		18
..
27	48	42	56	35		38		26
14	21	18	15	35		14		13
20	26	30	24	11		22		26
7	6	13	4	13		1		6
12	7	..	16	21	No Return.	..		18
..
3	..	8	..	..		..		28
36	..	75	100	..		..		24
13	26	20	14	..		..		15
..	..	29	..	..		18		..
..	..	..	..	39		..		..
1	..	1	..	1	1	1	..	1
..	1	..	1	..	..	..	1	..
..	..	..	..	..	1	1	..	..

TABLE V—MISSION

	224	225	226	227	228	229	230
	Free Church Amatole.	Berlin Mission, Emdizeni. (Toise.)	Berlin Mission, Petersberg.	English Church, Cathcart St., King William's Town.	St. Joseph's Roman Catholic, King William's Town.	English Church, Knysna.	English Church, Redford.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	30 0 0	30 0 0	30 0 0	75 0 0	30 0 0	30 0 0
Amount of Grant actually issued	30 0 0	15 0 0	30 0 0	30 0 0	75 0 0	30 0 0	30 0 0
School Fees	10 0 0	..	8 12 0	33 15 9	11 19 0	20 0 0	10 0 0
Voluntary Contributions ..	..	..	..	20 0 0	..	..	..
From other sources	1 5 0	..	5 0 0	7 10 0	..	10 0 0	10 0 0
Total	41 5 0	15 0 0	43 12 0	91 5 9	86 19 0	60 0 0	50 0 0
Rete of School Fee per month			6d.	2/ and 3/	2/	1/	1/
No. on the Roll, Boys ..	21		22		122	51	14
Do. Girls ..	39		35		105	65	20
Do. Total ..	60		57		227	116	34
No. learning to read English	44		27		161	65	34
Do. do. Dutch ..	..		..		..	..	..
Do. do. Kafir ..	60		45		..	..	..
Do. to write from Copy ..	39		10		161	23	8
Do. Arithmetic, S. Rules ..	34		30		116	55	10
Do. do. H. Rules ..	5		1		45	10	6
Do. Geography	14		57		45	10	8
Do. History .. .. .	..		..		3	..	..
Do. English Grammar and Composition ..	4		..		20	10	8
Do. Music	60		..		227	116	..
Do. Sewing (Girls) ..	31		..		72	..	8
Do. Infant Lessons ..	..		2		66	51	16
Do. Object Lessons ..	..		57		227	..	..
No. of Teachers. { Master	1	1	1	..	..	..	..
{ Mistress .. ..	..	..	..	1	2	1	1
{ Assistants .. ..	..	..	..	..	1	..	..

SCHOOLS.

231	232	233	234	235	236	237	238	239
English Church, Plettenberg's Bay.	Dutch Church, Kruis Valley.	Dutch Church, Kransbosch.	Berlin Mission, Ladysmith.	Berlin Mission, Amalienstein.	Berlin Mission, Zoar.	Dutch Church, Malmesbury.	Dutch Church, Groen River.	English Church, Malmesbury.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
30 0 0	30 0 0	30 0 0	75 0 0	75 0 0	30 0 0	45 0 0	30 0 0	75 0 0
30 0 0	30 0 0	7 10 0	75 0 0	75 0 0	30 0 0	37 10 0	30 0 0	75 0 0
1 10 0	..	..	..	..	..	21 5 11	18 0 0	..
..	Nil.	..	255 0 0	..	..	..	23 4 6	..
10 0 0	..	..	5 2 9	92 0 0	70 0 0	8 14 1	1 2 0	..
41 10 0	30 0 0	7 10 0	335 2 9	167 0 0	100 0 0	67 10 0	72 6 6	75 0 0
1/						1d. to 4d.	1/	
19	6		47	65	52	73	68	91
24	7		72	80	38	106	52	126
43	13		119	145	90	179	120	217
36	12		36	40	19	86	120	170
..	..		62	121	25	86	120	37
..
20	11		36	25	19	57	34	141
22	12		53	50	26	61	91	133
4	..		9	15	8	16	29	37
12	3		46	40	19	47	120	130
3	..		..	..	..	3	..	62
4	3		..	..	..	17	..	78
..	..		119	..	..	..	..	217
9	1		50	65	..	15	20	126
7	1		57	51	65	84	80	47
39	..		57	..	..	..	40	48
..	..		1	..	1	1	1	1
1	1		1	2	..	..	..	1
..	..		1	1	..	1	..	1

TABLE V—MISSION

	240	241	242	243	244	245	246	
	English Church, Langbaan.	English Church, Hopefield.	Dutch Church, Abbotsdale.	English Church, Hoctjes Bay.	English Church, Boerplein.	English Church, Stumpnose Bay.	English Church, Berg River Mouth.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Rate of Annual Grant ..	30 0 0	30 0 0	45 0 0	30 0 0	30 0 0	30 0 0	30 0 0	
Amount of Grant actually issued	30 0 0	22 10 0	45 0 0	30 0 0	30 0 0	30 0 0	30 0 0	
School Fees .. .. .	..	..	..	..	..	..	..
Voluntary Contributions ..	..	..	..	..	..	..	..
From other sources .. ..	..	..	..	..	..	..	..
Total	30 0 0	22 10 0	45 0 0	30 0 0	30 0 0	30 0 0	30 0 0	
Rate of School Fee per month								
No. on the Roll, Boys ..	21		47	20	13	25	16	
Do. Girls ..	44		53	24	17	28	18	
Do. Total ..	65		100	44	30	53	34	
No. learning to read English	51	Closed, 31.3.85.	64	26	17	34	24	
Do. do. Dutch..	..		9	2	..	..	2
Do. do. Kafir..	..		..	..	..	..	..
Do. to write from Copy..	35		64	17	17	34	16	
Do. Arithmetic S Rules..	48		39	15	17	26	12	
Do. do. H Rules	3		16	2	..	8	6	
Do. Geography ..	11		18	8	..	10	8	
Do. History ..	..		..	4	..	2	..
Do. English Grammar and Composition	10	8	..	10	8
Do. Music ..	65		100	44	..	..	4
Do. Sewing (Girls) ..	..		48	24	..	14	..
Do. Infant Lessons ..	14		36	16	13	..	10	
Do. Object Lessons ..	..	..	..	..	..	16	
No. of Teachers. { Master ..	1	1	1	..	1	..	1	
{ Mistress ..	..	..	1	1	..	1	..
{ Assistants ..	..	..	..	..	..	..	..

SCHOOLS.

	247	248	249	250	251	252	253	254	255
	English Church, Paternoster.	Moravian Mission, Mamre.	Moravian Mission, Katzenberg.	Dutch Church, Middelburg.	Wesleyan Mission, Middelburg.	English Church, Mossel Bay.	Roman Catholic, Mossel Bay.	Berlin Mission, Mossel Bay.	Berlin Mission, Herbertsdale.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	75 0 0	60 0 0	45 0 0	45 0 0	75 0 0	15 0 0	45 0 0	45 0 0
Amount of Grant actually issued	30 0 0	75 0 0	56 5 0	45 0 0	45 0 0	75 0 0	15 0 0	45 0 0	45 0 0
School Fees .. .. .	..	29 12 0	12 18 0	8 16 0	35 0 0	36 7 0	9 18 0	19 7 10	17 4 6
Voluntary Contributions ..	..	..	..	..	..	..	..	15 9 9	..
From other sources .. ..	..	4 4 6	42 9 0	3 10 9	..	..	90 9 6	22 7 2	48 5 6
Total	30 0 0	108 16 6	111 12 0	57 6 9	80 0 0	111 7 0	115 7 6	102 4 9	110 10 0
Rate of School Fee per month									
		2d. & 4d.	3d.	6d. & 9d.		1d. & 3d.	1/ & 2/	4d. to 1/	4d. to 1/
No. on the Roll, Boys ..	20	180	75	28	20	164	19	64	23
Do. Girls ..	36	160	77	38	31	156	16	41	32
Do. Total ..	56	340	152	66	51	320	35	105	55
No. learning to read English	33	285	64	28	37	320	26	67	14
Do. do. Dutch..	8	340	152	34	..	..	..	74	37
Do. do. Kafir..	..	..	..	..	..	..	..	..	..
Do. to write from Copy..	..	185	35	9	24	115	14	30	12
Do. Arithmetic S Rules..	25	204	29	24	26	104	10	50	31
Do. do. H Rules	2	111	35	4	12	35	7	13	7
Do. Geography ..	16	168	64	4	15	56	9	48	20
Do. History ..	..	77	..	..	3	20	..	..	..
Do. English Grammar and Composition ..	13	77	..	..	3	35	9	2	..
Do. Music ..	..	340	152	66	51	320	..	..	..
Do. Sewing (Girls) ..	..	45	20	24	28	105	..	25	19
Do. Infant Lessons ..	33	173	78	38	15	205	9	45	18
Do. Object Lessons ..	..	44	..	..	..	91	..	..	..
No. of Teachers. { Master ..	1	2	1	..	..	1	1	1	1
{ Mistress ..	..	..	..	1	1	1	..	..	..
{ Assistants ..	..	1	2	1	1	1	..	..	1

TABLE V.—MISSION

	256	257	258	259	260	261	262
	Dutch Church, Gonnakraal.	Dutch Church, Murraysburg.	Rhenish Mission, Kammaggas	Rhenish Mission, Concordia.	Rhenish Mission, Steinkopf.	Rhenish Mission, Richtersfeld.	Wesleyan Mission, Lilyfontein.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	30 0 0	60 0 0	75 0 0	75 0 0	30 0 0	30 0 0
Amount of Grant actually issued	30 0 0	25 0 0	60 0 0	75 0 0	75 0 0	30 0 0	30 0 0
School Fees	30 0 0	17 13 6					13 11 6
Voluntary Contributions ..	..	5 8 9	Nil	Nil	Nil	Nil	..
From other sources .. ..	..	10 0 7					11 9 0
Total	60 0 0	58 2 10	60 0 0	75 0 0	75 0 0	30 0 0	55 0 6
Rate of School Fee per month		1/					
No. on the Roll, Boys ..	30	24	63	67		16	61
Do. Girls ..	30	29	66	101		28	92
Do. Total ..	60	53	129	168		44	153
No. learning to read English ..	28	26	45	168		16	69
Do. do. Dutch ..	34	22	45	..		14	63
Do. do. Kafir ..	..	..	..	..	No Return.	..	..
Do. to write from Copy ..	19	5	20	34		6	41
Do. Arithmetic, S. Rules ..	19	21	29	73		4	80
Do. do. H. Rules ..	8	3	4	32		5	16
Do. Geography ..	26	..	20	64		44	31
Do. History ..	..	..	..	..		..	15
Do. English Grammar and Composition ..	..	..	..	58		..	31
Do. Music ..	..	..	..	..		..	..
Do. Sewing (Girls) ..	..	..	..	51		..	..
Do. Infant Lessons ..	25	27	..	114		..	57
Do. Object Lessons ..	..	..	..	114		..	..
No. of Teachers. { Master ..	1	1	1	..	..	1	1
{ Mistress ..	..	..	1	2	2	..	..
{ Assistants ..	..	..	..	1	1	..	..

SCHOOLS.

263	264	265	266	267	268	269	270	271
English Church, Anenous.	English Church, O'okiep.	English Church, Port Nolloth.	English Church, Oudtshoorn.	Roman Catholic, Oudtshoorn.	Independent Mission, Oudtshoorn.	Independent Mission, Dysselforp.	Mission School, Pniel.	Independent Mission, (Zion Chapel), Paarl.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
30 0 0	30 0 0	30 0 0	30 0 0	30 0 0	67 10 0	60 0 0	60 0 0	75 0 0
30 0 0	26 5 0	15 0 0	30 0 0	25 0 0	67 10 0	60 0 0	60 0 0	75 0 0
6 12 0	10 14 9	1 18 0	24 15 0	20 5 3	57 10 0	..	39 11 7	..
..	..	..	..	..	..	..	..	47 18 0
20 0 0	..	..	..	40 5 9	..	..	..	16 10 0
56 12 0	36 19 9	16 18 0	54 15 0	85 11 0	125 0 0	60 0 0	99 11 7	139 8 0
2/6 to 5/	1/	1/	2/ & 4/	10d. to 10/	5d. to 10d.		10d.	
21	62	14	6	11	48		129	191
25	93	17	38	12	82		121	207
46	155	31	44	23	130		250	398
31	155	15	44	23	117		96	398
..	..	..	..	..	50		114	125
24	18	5	25	11	50		128	125
13	25	4	21	4	94		101	111
8	..	..	9	7	23		26	77
8	..	..	18	5	50	No Return.	54	77
8	..	..	..	..	..		..	12
..	..	..	18	5	19		..	41
..	..	..	..	..	..		..	398
25	..	..	38	7	58		..	68
15	73	16	..	10	22		120	273
..	..	..	..	..	..		..	398
..	..	..	..	..	1	1	1	1
1	1	1	1	1	1	1	1	1
..	..	..	..	..	1	..	..	1

TABLE V.—MISSION

	272	273	274	275	276	277	278
	Independent Mission, South Paarl.	English Church, Upper Paarl.	English Church, Lower Paarl.	English Church, Klein Drakenstein.	Dutch Church, Paarl.	Dutch Church, Wellington.	Dutch Church, French hoek.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	15 0 0	75 0 0	75 0 0	45 0 0	45 0 0	75 0 0	30 0 0
Amount of Grant actually issued	15 0 0	75 0 0	75 0 0	45 0 0	45 0 0	75 0 0	30 0 0
School Fees ..	..	8 16 4	9 10 1	3 13 2	6 17 4	24 19 0	15 9 0
Voluntary Contributions ..	..	..	5 11 2	11 19 8	..	48 1 0	..
From other sources ..	19 18 3	..	40 0 0	59 4 8	45 0 0	..	31 6 9
Total ..	34 18 3	83 16 4	130 2 3	119 17 6	96 17 4	148 0 0	76 15 9
Rate of School Fee per month ..	..	2d. to 8d.	4d.	4d.	4d.	..	1/
No. on the Roll, Boys ..	60	50	117	33	26	139	22
Do. Girls ..	54	90	134	55	33	142	37
Do. Total ..	114	140	251	88	59	281	59
No. learning to read English ..	114	140	251	47	44	98	24
Do. do. Dutch ..	11	..	179	39	44	281	25
Do. do. Kafir ..	..	..	..	..	..	..	..
Do. to write from Copy ..	11	48	63	..	..	..	..
Do. Arithmetic, S. Rules ..	15	70	179	28	34	78	23
Do. do. H. Rules ..	5	18	22	18	13	31	23
Do. Geography ..	5	24	36	20	26	31	..
Do. History ..	..	..	12	..	12	..	..
Do. English Grammar and Composition ..	5	24	12	..	..	..	..
Do. Music ..	114	140	..	20	12	31	7
Do. Sewing (Girls) ..	17	50	40	88	..	78	..
Do. Infant Lessons ..	..	92	125	45	10	..	..
Do. Object Lessons ..	..	24	63	19	25	158	34
No. of Teachers { Master ..	..	1	1	1	1	1	..
{ Mistress ..	1	1	1	..	..	1	1
{ Assistants ..	..	1	1	1	1	1	..

SCHOOLS.

279	280	281	282	283	284	285	286	287
Dutch Church, Wagonmakers Valley.	Wesleyan Mission, Durban.	Wesleyan Mission, Enquebeleni.	Wesleyan Mission, Newtondale.	Wesleyan Mission, Erura.	Wesleyan Mission, Gcebuba.	Wesleyan Mission, Nobumba.	Wesleyan Mission, Gwalana.	Wesleyan Mission, Ngwekazi.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
30 0 0	60 0 0	45 0 0	45 0 0	45 0 0	30 0 0	30 0 0	30 0 0	45 0 0
30 0 0	60 0 0	45 0 0	45 0 0	45 0 0	30 0 0	30 0 0	30 0 0	45 0 0
7 10 5	6 0 0	10 0 0	10 0 0	10 0 0	..	5 7 0	4 0 0	5 18 0
35 4 0	10 0 0	..	..	5 0 0	Nil.	..	..	..
..
72 14 5	76 0 0	55 0 0	55 0 0	60 0 0	30 0 0	35 7 0	34 0 0	50 18 0
..	1/	1/	1/	1/	..	..	1/	..
42	17	28	33	23	15	10	11	12
54	23	68	23	46	8	17	15	20
96	40	96	56	69	23	27	26	32
52	26	87	56	58	15	21	16	32
96	..	..	..	..	..	..	..	..
..	40	87	56	69	23	21	19	32
29	1	..	18	40	4	21	..	6
44	39	61	11	46	12	17	14	9
9	1	12	18	23	4	4	2	6
12	1	12	18	30	4	10	7	6
..
12	1	8	8	13	..	8	2	6
..	40	..	..	69	14	..	16	32
..	..	24	16	22	7	17	..	20
..	14	23	27	19	9	16	10	17
..	40	..	56	69	..	..	26	32
1	1	1	1	1	..	..	1	..
..	1	..	1	1	1	..	..	1
..	..	1	..	..	..	..	..	1

TABLE V.—MISSION

	288	289	290	291	292	293	294
	Wesleyan Mission, Etytyaba.	Wesleyan Mission, Matiwane.	Wesleyan Mission, Etuwa.	Wesleyan Mission, Cesira.	Wesleyan Mission, Breakfast Vlei.	Wesleyan Mission, Empekweni.	Wesleyan Mission, Efene.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant..	45 0 0	45 0 0	30 0 0	30 0 0	30 0 0	45 0 0	37 10 0
Amount of Grant actually issued	45 0 0	37 10 0	30 0 0	30 0 0	15 0 0	45 0 0	33 15 0
School Fees ..	4 0 0	5 7 0				10 0 0	
Voluntary Contributions ..	..	..	Nil.	Nil.	..	..	Nil.
From other sources ..	..	..			..	..
Total ..	49 0 0	42 17 0	30 0 0	30 0 0	15 0 0	55 0 0	33 15 0
Rate of School Fee per month ..		1/				1/	
No. on the Roll, Boys ..	24	23	19	28		24	19
Do. Girls ..	32	34	32	30		15	27
Do. Total..	56	57	51	58		39	46
No. learning to read English ..	56	47	27	58		39	46
Do. do. Dutch ..	..	..	..	..		..	..
Do. do. Kafir ..	56	40	34	58		39	46
Do. to write from Copy ..	13	4	4	7		15	..
Do. Arithmetic, S. Rules ..	23	35	23	12		22	8
Do. do. H. Rules ..	13	2	4	6		9	4
Do. Geography ..	13	37	8	8		9	4
Do. History ..	..	..	..	..		..	..
Do. English Grammar and Composition ..	5	..	1	..		..	1
Do. Music ..	56	..	..	..		31	..
Do. Sewing (Girls) ..	32	14	..	12		12	8
Do. Infant Lessons ..	20	10	24	40		8	..
Do. Object Lessons ..	56	..	..	..		..	..
No. of Teachers							
{ Master ..	1	..	1	..		1	1
{ Mistress ..	..	1	..	1		..	..
{ Assistants..	1	..	..	..		1	..

SCHOOLS.

	295	296	297	298	299	300	301	302	303
	English Church, Cwaru.	Dutch Church, Piquetberg.	Dutch Church, Porterville.	Moravian Mission, Goedverwacht	Moravian Mission, Wittewater.	S. Peter's English Church, Port Elizabeth.	Convert Mission, School, Port Elizabeth.	Roman Catholic, (Boys) Port Elizabeth.	English Church, Strand Street, Port Elizabeth.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant..	30 0 0	30 0 0	30 0 0	75 0 0	45 0 0	75 0 0	75 0 0	75 0 0	75 0 0
Amount of Grant actually issued	15 0 0	30 0 0	30 0 0	75 0 0	41 5 0	75 0 0	75 0 0	75 0 0	75 0 0
School Fees ..	..	..	3 0 0	45 14 4	..	52 12 9	90 0 0	125 0 0	96 13 0
Voluntary Contributions ..	..	..	..	..	..	68 16 0	..	..	109 0 0
From other sources ..	..	..	20 15 0	20 0 0	27 19 0	..	..	100 0 0	..
Total ..	15 0 0	30 0 0	53 15 0	140 14 4	69 4 0	196 8 9	165 0 0	300 0 0	280 13 0
Rate of School Fee per month ..			6d.	9d.		2/ & 3/	2/6	2/ & 4/	1/ & 2/
No. on the Roll, Boys ..		28	17	111	53	90	24	136	89
Do. Girls ..		29	46	138	31	94	91	..	59
Do. Total..		57	63	249	84	184	115	136	148
No. learning to read English ..		40	28	249	84	135	84	136	74
Do. do. Dutch ..		36	38	249	..	..	..	..	..
Do. do. Kafir ..		..	..	..	..	..	..	..	..
Do. to write from Copy ..		17	5	122	32	45	74	120	74
Do. Arithmetic, S. Rules ..		17	18	214	38	56	42	70	74
Do. do. H. Rules ..		5	8	35	16	33	42	66	..
Do. Geography ..		22	..	92	84	50	74	66	25
Do. History ..		22	..	..	32	12	4	30	..
Do. English Grammar and Composition ..		4	..	35	32	36	74	66	25
Do. Music ..		..	63	249	84	..	115	100	74
Do. Sewing (Girls) ..		9	..	..	13	60	91	..	59
Do. Infant Lessons ..		21	25	157	30	49	31	..	30
Do. Object Lessons ..		..	..	44	52	..	115	..	148
No. of Teachers									
{ Master ..	1	..	..	1	1	1	..	2	1
{ Mistress ..	..	1	1	1	..	1	2	..	1
{ Assistants..	..	..	..	1	1	1	1	1	1

TABLE V.—MISSION

	304	305	306	307	308	309	310
	St. Paul's (Boys), Port Elizabeth.	St. Paul's (Girls), Port Elizabeth.	Roman Catholic, North End, Port Elizabeth.	English Church, S. Stephen's, Port Elizabeth.	Independent Mission, (Edwards), Port Elizabeth.	Independent Mission, Port Elizabeth.	Independent Mission, (North End), Port Elizabeth.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant	30 0 0	60 0 0	75 0 0	30 0 0	60 0 0	75 0 0	60 0 0
Amount of Grant actually issued	30 0 0	60 0 0	75 0 0	30 0 0	60 0 0	75 0 0	60 0 0
School Fees	24 3 6	138 13 0	65 0 0	13 12 0	36 0 0	22 19 2	27 12 1
Voluntary Contributions .. ..	..	12 8 0	20 0 0	17 1 0	..	..	12 0 0
From other sources .. ..	..	14 10 0	..	6 0 0	18 0 0	52 0 10	36 17 11
Total	54 3 6	225 11 0	160 0 0	66 18 0	114 0 0	150 0 0	136 10 0
Rate of School Fee per month ..	3/ to 4/	2/6 to 4/	2/ & 4/	3d. & 6d.	1/	1d. to 6d.	1/ to 2/
No. on the Roll, Boys	71	73	34	66	28	50	41
Do. Girls .. ..	..	118	77	20	49	57	46
Do. Total.. ..	71	191	111	86	77	107	87
No. learning to read English ..	71	191	59	51	67	107	76
Do. do. Dutch .. ..	..	..	..	..	..	..	..
Do. do. Kafir .. ..	..	..	..	26	36	..	..
Do. to write from Copy	60	104	49	28	25	16	40
Do. Arithmetic, S. Rules	40	85	38	24	45	27	33
Do. do. H. Rules	31	55	20	19	10	16	18
Do. Geography	59	55	24	19	19	16	18
Do. History	24	55	..	..	..	..	4
Do. English Grammar and Composition	50	55	24	12	8	10	7
Do. Music .. ..	..	..	..	86	..	..	..
Do. Sewing (Girls) .. ..	..	60	44	..	36	30	33
Do. Infant Lessons .. ..	..	60	52	35	10	64	36
Do. Object Lessons .. ..	..	..	..	..	..	..	63
No. of Teachers. (Master	1	..	..	1	1	1	1
Mistress .. ..	..	2	2	..	..	1	..
Assistants.. ..	..	..	1	1	2	1	2

SCHOOLS.

311	312	313	314	315	316	317	318	319
Wesleyan Native School, Port Elizabeth.	Roman Catholic, South End, Port Elizabeth.	Congregational Mission, South End, Port Elizabeth.	Independent Mission, Bethelsdorp.	Baptist Central Mission School, Queen's Street, Port Elizabeth.	Dutch Church, Prince Albert.	English Church, Prince Albert.	English Church, Zwartberg.	Free Mission, Queen's Tn.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
75 0 0	75 0 0	45 0 0	75 0 0	60 0 0	45 0 0	30 0 0	30 0 0	75 0 0
75 0 0	75 0 0	33 15 0	75 0 0	60 0 0	41 5 0	30 0 0	17 10 0	75 0 0
14 2 9	60 0 0	..	45 0 0	137 4 6	..	7 6 6	9 0 0	45 5 3
..	15 0 0	..	..	1 0 0	..	..	..	10 1 9
..	..	..	..	7 10 0	..	20 0 0	..	38 10 1
89 2 9	150 0 0	33 15 0	120 0 0	205 14 6	41 5 0	57 6 6	26 10 0	168 17 1
4d. to 1/	2/ & 4/	..	..	2/6 to 7/6	..	1/	2/6	1/
39	39	..	41	43	39	29	7	60
48	74	..	46	28	45	36	10	54
87	113	..	87	71	84	65	17	114
43	68	..	47	37	32	10	8	100
..	..	..	47	..	32	..	2	..
..
27	60	..	14	35	13	14	6	53
28	74	..	24	34	31	9	4	74
14	33	..	6	1	1	2	..	10
27	69	..	30	13	..	7	8	38
3	20	..	..	19	..	..	2	..
15	52	Closed 31.3.85.	..	13	..	7	2	12
..
38	50	..	32	13	29	..	3	23
..	45	..	24	25	52	20	9	26
27	..	..	..	..	..	..	..	..
1	..	1	1	1	..	..	..	..
..	2	..	1	1	1	1	1	2
1	1	1	1	..	1	..	..	1

TABLE V—MISSION

	320	321	322	323	324	325	326
	Kafir Mis- sion, Queen's Town.	Moravian Mission, Shiloh.	Moravian Mission, Engotini.	Moravian Mission, New Hope.	Wesleyan Mission, Queen's Tn.	Wesleyan Mission, Cewula.	Wesleyan Mission, Bull Hook.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	37 10 0	75 0 0	45 0 0	30 0 0	60 0 0	20 0 0	30 0 0
Amount of Grant actually issued	37 10 0	75 0 0	33 15 0	26 5 0	60 0 0	20 0 0	30 0 0
School Fees ..	..	4 6 0	1 16 0	1 11 9	20 0 0	..	..
Voluntary Contributions ..	..	..	..	..	..	..	..
From other sources ..	48 19 11	28 13 8	19 16 3	1 0 3	..	..	10 0 0
Total ..	86 9 11	107 19 8	55 7 3	28 17 0	80 0 0	20 0 0	40 0 0
Rate of School Fee per month ..			3d.	3d.	6d.		
No. on the Roll, Boys ..	41	90	27	15	32		31
Do. Girls ..	38	87	24	15	34		38
Do. Total ..	79	177	51	30	66		69
No. learning to read English ..	79	139	39	14	29	Closed 31, 8, 85.	55
Do. do. Dutch ..	..	68	..	..	..		24
Do. do. Kafir ..	75	109	47	21	27		..
Do. to write from Copy ..	21	92	27	17	14		..
Do. Arithmetic, S. Rules ..	38	85	24	17	22		32
Do. do. H. Rules ..	11	7	15	9	10		38
Do. Geography ..	11	92	27	23	10		17
Do. History ..	..	..	..	..	7		19
Do. English Grammar and Composition ..	..	..	..	..	7		..
Do. Music ..	..	177	51	30	27		6
Do. Sewing (Girls) ..	20	38	20	5	25	..	
Do. Infant Lessons ..	28	85	4	9	16	..	
Do. Object Lessons ..	..	177	39	23	..	14	
No. of Teachers ..	1	2	1	1	1	1	1
{ Master ..	..	..	..	..	..	..	..
{ Mistress ..	..	..	..	..	..	..	..
{ Assistants ..	1	1	1	..	1	..	..

SCHOOLS.

	327	328	329	330	331	332	333	334	335
	Wesleyan Mission, Kamastoue.	Wesleyan Mission, Hukwe.	Independent Mission, Hackney.	Independent Mission, Eardley.	Dutch Church, Riversdale.	English Church, Richmond.	English Church, Melkhouts- fontein.	Berlin Mission, Riversdale.	Wesleyan Mission, Robertson.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	40 0 0	30 0 0	45 0 0	30 0 0	60 0 0	75 0 0	45 0 0	75 0 0	45 0 0
Amount of Grant actually issued	35 0 0	30 0 0	45 0 0	22 10 0	60 0 0	75 0 0	45 0 0	75 0 0	45 0 0
School Fees ..	..	..	..	..	2 12 0	14 10 4	6 14 0	25 0 0	2 9 1
Voluntary Contributions ..	..	..	30 0 0	15 0 0	..	..	18 6 0	8 0 0	..
From other sources ..	10 0 0	10 0 0	..	..	58 3 0	62 0 0	30 0 0	39 14 3	..
Total ..	45 0 0	40 0 0	75 0 0	37 10 0	120 15 0	151 10 4	100 0 0	147 14 3	47 9 1
Rate of School Fee per month ..					1/	1d. to 3d.	6d. to 1/	4d. to 1/	4d. & 1/.
No. on the Roll, Boys ..	12	11	31	28	31	90	22	89	79
Do. Girls ..	22	28	45	33	55	110	18	104	105
Do. Total ..	34	39	76	61	86	200	40	193	184
No. learning to read English ..	34	39	49	27	47	133	39	76	31
Do. do. Dutch ..	..	..	..	..	47	..	12	139	31
Do. do. Kafir ..	34	30	49	27	..	..	..	..	..
Do. to write from Copy ..	..	9	49	4	29	59	12	21	31
Do. Arithmetic, S. Rules ..	14	25	28	24	47	60	15	58	25
Do. do. H. Rules ..	9	..	20	3	..	14	5	39	6
Do. Geography ..	9	10	20	7	14	52	5	39	14
Do. History ..	..	..	7	..	..	..	..	4	..
Do. English Grammar and Composition ..	..	..	..	..	..	..	..	..	..
Do. Music ..	5	3	7	3	4	..	..	33	6
Do. Sewing (Girls) ..	..	..	76	61	..	..	..	193	31
Do. Infant Lessons ..	22	21	24	..	..	36	18	56	25
Do. Object Lessons ..	18	..	15	28	39	55	9	54	141
No. of Teachers ..	..	..	49	13	..	..	..	..	12
{ Master ..	..	..	1	1	1	1	1	1	..
{ Mistress ..	1	1	..	..	1	1	..	1	1
{ Assistants ..	..	..	1	..	..	1	1	1	1

TABLE V.—MISSION

	336	337	338	339	340	341	342
	Wesleyan Mission, Lady Grey.	Dutch Church, Montagu.	English Church, Kalk Bay.	Romon Catholic, Kalk Bay.	Dutch Church, Noordhoek.	Wesleyan Mission, Elsjes River.	School of Industry & Infant School, Simonstown.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	45 0 0	52 10 0	75 0 0	60 0 0	30 0 0	30 0 0	75 0 0
Amount of Grant actually issued	45 0 0	52 10 0	75 0 0	60 0 0	30 0 0	30 0 0	75 0 0
School Fees	1 15 8	..	6 17 8	11 10 0	8 8 0	4 0 0	26 0 0
Voluntary Contributions ..	15 0 0	32 0 0	..	..	8 0 0	..	25 0 0
From other sources .. ..	..	48 0 0	20 0 0	79 14 8	14 0 0	4 10 0	18 0 0
Total	61 15 8	132 10 0	101 17 8	151 4 8	60 8 0	38 10 0	144 0 0
Rate of School Fee per month	4d.		4d. to 1/	6d. to 2/6	1d. & 2d.	4d. & 8d.	1d. to 9d.
No. on the Roll, Boys.. ..	38	46	42	27	18	18	46
Do. Girls.. .. .	55	62	46	22	27	18	120
Do. Total	93	108	88	49	45	36	166
No. learning to read English.	21	61	46	49	22	19	105
Do. do. Dutch	21	61	..	..	16	..	..
Do. do. Kafir .. .. .	..	..	..	..	..	..	..
Do. to write from Copy ..	23	43	30	35	12	15	72
Do. Arithmetic S. Rules ..	28	31	20	18	25	15	38
Do. do. H. Rules	3	12	10	31	..	7	39
Do. Geography	3	43	24	11	..	14	28
Do. History .. .. .	..	..	..	..	..	..	12
Do. English Grammar and Composition	3	..	24	11	..	11	28
Do. Music	35	..	..	49	..	..	105
Do. Sewing (Girls)	25	20	17	17	..	10	75
Do. Infant Lessons	64	..	25	8	..	15	61
Do. Object Lessons	8	..	25	..	..	..	78
No. of Teachers. { Master	1	1	..	1	1	..	..
{ Mistress .. .. .	..	..	2	..	..	1	2
{ Assistant	1	2	1	2	..	..	1

SCHOOLS.

343	344	345	346	347	348	349	350	351
English Church, Simonstown.	English Church, Klaver Valley.	Wesleyan Mission, Simonstown.	Dutch Church, Simonstown.	Dutch Church, Wildschutsbrand.	Wesleyan Mission, Somerset East.	Independent Mission, Somerset East.	Rhenish Mission, Stellenbosch.	English Church, Stellenbosch.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
60 0 0	20 0 0	75 0 0	30 0 0	30 0 0	45 0 0	30 0 0	75 0 0	75 0 0
60 0 0	5 0 0	75 0 0	30 0 0	27 10 0	45 0 0	30 0 0	75 0 0	75 0 0
32 0 0	..	55 11 0	24 0 0	19 0 0	9 0 0	24 2 0	34 12 2	6 8 9
10 0 0	..	10 19 6	..	..	4 14 6	..	17 6 2	33 13 1
37 10 0	..	46 12 10	15 0 0	6 0 0	..	..	144 11 8	45 0 0
139 10 0	5 0 0	188 3 4	69 0 0	52 10 0	58 14 6	54 2 0	271 10 0	160 1 10
1/4 to 3/		8d. to 5/	1/ to 2/	1/6 & 2/	6d to 1/3.	6d. & 1/	4d. & 6d.	4d.
44		85	8	13	27	51	197	51
6		52	28	14	25	32	252	59
50		137	36	27	52	83	449	110
42	Closed 30.9.84.	107	24	14	28	80	324	110
..		..	..	5	..	..	406	..
..	
42		71	17	14	8	21	79	32
13		58	15	14	20	5	449	55
17		19	2	..	8	10	79	10
28		19	5	5	17	11	449	32
17		12	..	..	..	..	..	..
21		19	2	11	8	..	38	22
..		..	36	..	52	..	449	110
..		35	15	..	18	..	141	33
8		30	12	13	24	3	197	62
..		82	..	..	..	..	276	48
1		1	..	..	1	1	1	
1		1	1	1	..	..	1	2
..		1	..	..	1	..	1	1

TABLE V—MISSION

	English Church, Somerset West.	English Church, Welmoed.	English Church, Klapmuts.	English Church, Eerste River	Wesleyan Mission, Stellenbosch	Wesleyan Mission, Strand.	Wesleyan Mission, Sir Lowry's Pass.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	60 0 0	45 0 0	30 0 0	60 0 0	75 0 0	75 0 0	15 0 0
Amount of Grant actually issued	60 0 0	45 0 0	30 0 0	60 0 0	75 0 0	75 0 0	5 12 6
School Fees	3 0 1	5 5 6	10 0 0	9 2 2	18 10 11	10 0 0	1 18 3
Voluntary Contributions ..	..	..	6 5 6	..	..	..	..
From other sources	40 0 0	30 0 0	13 0 0	40 0 0	89 1 3	16 5 10	..
Total	103 0 1	80 5 6	59 5 6	109 2 2	182 12 2	101 5 10	7 10 9
Rate of School Fee per month	2d. & 4d.	4d.	1d. to 2/	4d.			
No. on the Roll, Boys ..	22	27	16	32	117	75	13
Do. Girls ..	30	26	27	41	144	69	17
Do. Total ..	52	53	43	73	261	144	30
No. learning to read English	42	32	16	43	261	64	9
Do. do. Dutch ..	..	12	..	21	112	..	1
Do. do. Kafr ..	..	..	..	..	..	..	..
Do. to write from Copy ..	20	18	14	13	112	33	3
Do. Arithmetic S Rules ..	10	22	9	23	94	41	6
Do. do. H Rules ..	6	7	7	11	71	33	..
Do. Geography ..	15	12	8	11	112	33	..
Do. History ..	1	5	2	3	..	..	..
Do. English Grammar and Composition ..	5	9	8	11	52	14	..
Do. Music ..	..	..	..	..	112	..	..
Do. Sewing (Girls) ..	6	..	27	..	25	26	..
Do. Infant Lessons ..	29	21	24	30	149	87	21
Do. Object Lessons ..	..	53	16	25	58	..	..
No. of Teachers. { Master ..	1	1	..	1	1	..	..
{ Mistress ..	1	..	1	1	1	2	1
{ Assistants ..	..	1	..	..	1	1	..

SCHOOLS.

	352	353	354	355	356	357	358	359	
	Wesleyan Mission Somerset West	Wesleyan Mission, Raithby.	Wesleyan Mission Embizana.	Berlin Mission Wartburg.	Berlin Mission Kobusi.	Independent Mission, Isidenge.	Dutch Church, Swellendam.	Dutch Church, Klip River.	Dutch Church, Zuurbraak.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Rate of Annual Grant ..	75 0 0	45 0 0	45 0 0	75 0 0	45 0 0	45 0 0	45 0 0	45 0 0	60 0 0
Amount of Grant actually issued	75 0 0	45 0 0	41 5 0	75 0 0	45 0 0	41 5 0	45 0 0	45 0 0	60 0 0
School Fees	9 19 3	5 0 0	10 0 0	9 15 0	15 0 0	2 10 0	10 6 6	10 13 4	..
Voluntary Contributions ..	..	..	..	..	..	..	..	..	..
From other sources	50 12 2	62 2 10	..	..	..	..	40 0 0	..	26 10 0
Total	135 11 5	112 2 10	51 5 0	84 15 0	60 0 0	43 15 0	95 6 6	55 13 4	86 10 0
Rate of School Fee per month		4d.		6d.	6d. & 9d.		4d & 8d.	1d. & 2d	
No. on the Roll, Boys ..	89	34		47	14	18	47	36	47
Do. Girls ..	95	46		53	18	32	37	56	64
Do. Total ..	184	80		100	32	50	84	92	111
No. learning to read English	122	39		57	22	22	61	35	65
Do. do. Dutch ..	75	39		..	..	..	35	30	67
Do. do. Kafr ..	..	..		100	22	22	..	..	..
Do. to write from Copy ..	69	21		35	10	22	35	31	51
Do. Arithmetic S Rules ..	66	35		30	11	14	34	34	62
Do. do. H Rules ..	53	16		22	10	8	17	24	10
Do. Geography ..	69	16		31	13	8	19	26	66
Do. History ..	18	7		..	..	..	9	15	..
Do. English Grammar and Composition ..	69	16		..	..	..	9	26	18
Do. Music ..	37	40		..	..	41	..	..	111
Do. Sewing (Girls) ..	..	15		..	18	17	15	18	25
Do. Infant Lessons ..	62	28		27	..	28	23	..	46
Do. Object Lessons ..	13	..		..	..	..	..	40	..
No. of Teachers. { Master ..	1	1	1	2	1	1	..	..	1
{ Mistress ..	1	..	..	..	..	..	1	1	..
{ Assistants ..	1	1	..	1	1	..	1	1	2

TABLE V—MISSION

	360	361	362	363	364	365	366
	Dutch Church, Malagas.	Dutch Church, Barrydale.	Independent Mission, Heidelberg.	English Church, St. Lukes, Swellendam.	English Church, Zuurbraak.	Wesleyan Mission, Tarkastad.	Rhenish Mission, Tulbagh.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	15 0 0	45 0 0	45 0 0	75 0 0	30 0 0	60 0 0
Amount of Grant actually issued	30 0 0	7 10 0	45 0 0	45 0 0	75 0 0	15 0 0	60 0 0
School Fees	11 10 0	..	5 1 4	4 13 6	..	..	2 10 11
Voluntary Contributions ..	8 10 0	..	13 0 0	6 6 6	34 10 5	..	..
From other sources .. ..	..	3 0 0	1 17 4	25 0 0	50 0 0	..	..
Total	50 0 0	10 10 0	64 18 8	81 0 0	159 10 5	15 0 0	62 10 11
Rate of School Fee per month	2/6			2d. & 4d.			1d.
No. on the Roll, Boys ..	9	18	28	45	87		66
Do. Girls ..	11	26	34	71	134		75
Do. Total ..	20	44	62	116	221		141
No. learning to read English	9	10	21	31	221		69
Do. do. Dutch ..	9	19	28	5	38		69
Do. do. Kafir ..	..	..	..	..	..		..
Do. to write from Copy ..	14	..	22	31	26		40
Do. Arithmetic, S. Rules	11	13	17	26	60		131
Do. do. H. Rules	2	..	7	5	9		10
Do. Geography	2	..	14	5	..		59
Do. History .. .. .	..	..	..	5	..		..
Do. English Grammar and Composition ..	2	..	..	5	..		..
Do. Music	2	44	..	..	221		..
Do. Sewing (Girls) ..	6	16	18	33	54		..
Do. Infant Lessons ..	4	25	34	85	162		72
Do. Object Lessons ..	..	..	22	5	..		..
No. of Teachers. (Master .. ..)	..	..	..	1	1	..	..
(Mistress)	1	1	1	..	1	1	2
(Assistants .. ..)	..	..	1	1	1	..	..

SCHOOLS.

367	368	369	370	371	372	373	374	375
Rhenish Mission, Saron.	Rhenish Mission, Steintal.	English Church, Ceres.	English Church, Prince Alfred's Hamlet.	Dutch Church, Ceres.	Wesleyan Mission, Uitenhage.	Independent Mission, Uitenhage.	Roman Catholic, Uitenhage.	Moravian Mission, Enon.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
75 0 0	30 0 0	75 0 0	45 0 0	45 0 0	30 0 0	75 0 0	75 0 0	60 0 0
75 0 0	30 0 0	75 0 0	22 10 0	45 0 0	30 0 0	75 0 0	75 0 0	60 0 0
11 18 2	2 9 3	1 16 0	..	11 6 6	4 18 6	11 5 6	75 0 0	9 5 5
7 19 4	..	12 0 0	..	..	..	..	..	51 7 3
3 5 3	..	25 0 0	..	28 13 6	10 1 6	..	25 0 0	..
98 2 9	32 9 3	113 16 0	22 10 0	85 0 0	45 0 0	86 5 6	175 0 0	120 12 8
2d.				4d. & 1/	4d.	4d.	5/	
185	48	53		39	47	60	53	43
227	52	64		46	45	63	42	35
412	100	117		85	92	123	95	78
235	54	65		85	92	123	95	78
252	54	..		67	..	..	..	78
..	..	..		..	33	..	..	..
109	30	36		14	10	36	76	18
163	41	47		12	35	89	95	24
29	25	18		4	10	14	26	15
167	52	29		14	11	60	68	15
57	..	..		..	..	..	28	..
8	..	29		..	7	3	68	..
..	..	..		..	92	123	8	..
94	..	36		16	..	22	42	15
245	46	52		70	35	12	..	39
245	..	..		..	92	..	..	78
1	..	1		1	1	1	2	1
1	1	1		1	..	1	1	1
1	..	1		1	1	..	..	..

TABLE V.—MISSION

	376	377	378	379	380	381	382
	St. Anne's Native Mission, Kaba.	Independent Mission, Uniondale.	Berlin Mission, Haarlem.	Free Church Mission, Ely.	Free Church Mission, Sheshegu.	Free Church Mission, Aroxweni.	Free Church Mission, Gaga.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	52 10 0	45 0 0	45 0 0	45 0 0	45 0 0	45 0 0	45 0 0
Amount of Grant actually issued	48 15 0	45 0 0	45 0 0	45 0 0	45 0 0	45 0 0	45 0 0
School Fees ..	2 19 4	35 0 0	4 2 0	10 0 0	10 0 0	10 0 0	10 0 0
Voluntary Contributions ..	2 10 0	..	..	..	..	..	..
From other sources ..	15 0 8	..	45 0 0	..	..	..	..
Total ..	69 5 0	80 0 0	94 2 0	55 0 0	55 0 0	55 0 0	55 0 0
Rate of School Fee per month	4d.	1'	..	4d.	4d.	4d.	4d.
No. on the Roll, Boys ..	28	32	43	29	21	31	43
Do. Girls ..	40	55	58	59	55	38	49
Do. Total ..	68	87	101	88	76	69	92
No. learning to read English ..	29	56	29	57	51	39	48
Do. do. Dutch ..	..	69	49	..	..	..	..
Do. do. Kafir ..	..	..	..	88	59	47	50
Do. to write from Copy ..	8	36	29	30	20	10	34
Do. Arithmetic, S. Rules ..	29	43	49	27	32	38	54
Do. do. H. Rules ..	..	10	..	30	20	20	28
Do. Geography ..	17	..	29	33	20	10	28
Do. History ..	..	..	..	..	..	..	..
Do. English Grammar and Composition ..	..	..	..	23	8	..	7
Do. Music ..	..	87	101	..	..	..	92
Do. Sewing (Girls) ..	17	33	58	50	55	..	30
Do. Infant Lessons ..	23	..	52	..	17	22	46
Do. Object Lessons ..	..	..	..	..	..	..	..
No. of Teachers. { Master ..	1	..	1	1	1	1	1
{ Mistress ..	..	1	..	..	..	..	..
{ Assistants ..	1	1	1	1	1	1	1

SCHOOLS.

	383	384	385	386	387	388	389	390	391	392
	Free Church Mission, Kwezana.	Free- Church Mission, Evergreen.	Dutch Church, Victoria West.	English Church, Victoria West.	Independent Mission, Willowmore.	Wesleyan Mission, Macubini.	Wesleyan Mission, Mhlanga.	Wesleyan Mission, Tafel Kop.	Rhenish Mission, Worcester.	Deaf & Dumb Institution, Worcester.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rate of Annual Grant ..	30 0 0	30 0 0	30 0 0	30 0 0	30 0 0	30 0 0	30 0 0	30 0 0	75 0 0	425 0 0
Amount of Grant actually issued	18 15 0	30 0 0	30 0 0	30 0 0	22 10 0	30 0 0	22 10 0	30 0 0	75 0 0	387 10 0
School Fees ..	4 0 0	6 0 0	8 19 9	18 0 0	18 0 0	10 0 0	..	10 0 0	46 0 0	333 13 4
Voluntary Contributions ..	..	..	..	..	2 0 0	..	..	..	44 0 0	436 1 6
From other sources ..	..	..	9 0 3	..	..	..	..	..	..	63 12 6
Total ..	22 15 0	36 0 0	48 0 0	48 0 0	42 10 0	40 0 0	22 10 0	40 0 0	165 0 0	1220 17 4
Rate of School Fee per month	4d.	4d	1/	1/	1/	..	..	..	4d.	..
No. on the Roll, Boys ..	12	16	19	18	31	14	..	33	314	12
Do. Girls ..	23	20	28	19	33	50	..	39	338	10
Do. Total ..	35	36	47	37	64	64	..	72	652	22
No. learning to read English ..	16	18	34	37	64	32	..	47	322	7
Do. do. Dutch ..	..	..	16	..	64	..	..	..	322	16
Do. do. Kafir ..	16	18	..	..	..	32	..	72	..	..
Do. to write from Copy ..	9	12	19	11	8	24	..	23	189	19
Do. Arithmetic, S. Rules ..	15	7	31	23	18	29	..	45	322	17
Do. do. H. Rules ..	1	10	..	2	1	11	..	13	189	4
Do. Geography ..	1	7	24	5	..	20	..	26	322	2
Do. History ..	..	..	..	..	..	..	..	5	95	..
Do. English Grammar and Composition ..	..	7	1	5	..	..	..	5	95	3
Do. Music ..	..	25	..	..	..	..	..	..	110	10
Do. Sewing (Girls) ..	20	..	17	8	..	..	..	..	330	13
Do. Infant Lessons ..	19	7	5	..	..	16	..	15	..	22
Do. Object Lessons ..	..	12	..	..	..	..	..	..	..	..
No. of Teachers. { Master ..	..	1	..	1	..	1	..	1	..	1
{ Mistress ..	1	..	1	..	1	..	..	..	2	..
{ Assistants ..	..	..	..	..	..	..	..	..	1	1

TABLE VI.—ABORIGINES' INDUSTRIAL

	(A.)—COLONIAL.						
	1	2	3	4	5	6	7
	English Church, Kafir Institution, Graham's Tn	Native Institution, Zonnebloem, Cape Town.	English Church, St. Luke's, Newlands, East London.	English Church, Kwelegaha.	Native Institution, Heald Town.	Uweza.	Nobanda's
AMOUNT of ALLOWANCES for the Financial year 1884-85 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries of Teachers :							
First Teacher	100 0 0	100 0 0	100 0 0	40 0 0	200 0 0*	40 0 0	40 0 0
Assistants	40 0 0	40 0 0	40 0 0	..	180 0 0	..	..
Sewing Mistress .. ..	..	..	10 0 0	..	10 0 0	10 0 0	..
Industrial Department ..	..	..	..	..	..	..	..
Native Apprentices	135 0 0	45 0 0	150 0 0	..	..	..	..
Native Boarders	324 0 0	498 0 0	150 0 0	..	570 0 0	..	..
Trade Teachers	120 0 0	120 0 0	120 0 0	..	..	..	..
Total	719 0 0	803 0 0	570 0 0	40 0 0	960 0 0	50 0 0	40 0 0
Local Expenditure	1,121 15 7	1,716 14 4	108 6 4	3 19 6	991 16 11	Nil	Nil
No. on the Roll, Boys	46	101	59	23	122	13	13
Do. Girls .. ..	..	..	49	26	113	40	32
Do. Total	46	101	108	49	235	53	45
No. learning to read English ..	46	101	108	49	235	40	13
Do. do. Dutch .. ..	..	..	..	..	..	..	..
Do. do. Kafir	46	..	108	..	..	..	..
Do. to write from Copy ..	46	..	..	49	235	17	13
Do. Arithmetic, S. Rules ..	..	83	91	25	131	17	7
Do. do. H. Rules	46	38	23	28	114	17	6
Do. Geography	42	63	29	21	121	12	7
Do. History	33	83	52	22	97	17	7
Do. English Grammar and Composition ..	46	66	16	..	40	..	..
Do. Music	46	83	16	5	97	6	7
Do. Sewing (Girls) .. ..	..	99	94	49	93	..	..
Do. Infant Lessons .. ..	..	..	49	..	85	20	13
Do. Object Lessons	17	..	39	6	52	13	11
Do. .. ..	..	..	108	..	127	..	..
No. of Teachers { Master	1	1	1	1	2	1	..
{ Mistress .. ..	..	..	1	..	1	..	1
{ Assistants	1	1	1	..	5	..	..

INSTITUTIONS AND DAY SCHOOLS.

COLONIAL—continued.								
8	9	10	11	12	13	14	15	16
Mount Arthur.	English Church, Native Institution, Bolotwa.	Wesleyan Native Institution, Bensonvale.	English Church, Boarding and Day School, Dulcie's Nek.	English Church, S. Matthew's, Keiskamma Hoek. (Boys).	English Church, S. Matthew's, Keiskamma Hoek. (Girls.)	Rabula.	Gxulu.	Gwiligwili.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
40 0 0	40 0 0	100 0 0	30 0 0	100 0 0	50 0 0	30 0 0	30 0 0	11 5 0
20 0 0	30 0 0	40 0 0	..	40 0 0	30 0 0	..	..	..
10 0 0	10 0 0	10 0 0	10 0 0	..	10 0 0	..	..	..
..
..	..	..	..	525 0 0	..	..	..	..
..	..	162 0 0	50 0 0	180 0 0	200 0 0	..	..	..
..	..	..	..	360 0 0	..	..	..	..
70 0 0	80 0 0	312 0 0	90 0 0	1,205 0 0	290 0 0	30 0 0	30 0 0	11 5 0
20 0 0	Nil	193 0 0	145 14 7	3,016 5 9	Included in Boys	10 0 0	Nil.	Nil.
44	36	57	37	107	..	15	22	21
51	34	49	17	..	59	30	37	37
95	70	106	54	107	59	45	59	58
73	70	106	54	107	59	45	59	58
41	19	106	54	107	59	45	59	58
..
..	20	32	15	87	45	20	12	..
..	55	74	14	98	27	30	27	35
19	15	32	13	35	22	15	1	..
19	14	32	14	98	22	20	13	10
..	14	4	..	16	4	..	..	..
8	14	32	14	45	22	..	..	..
52	70	106	54	107	..	..	..	..
21	30	49	17	..	49	..	..	..
11	36	..	17	..	..	..	..	..
19	..	106	..	16	4	..	..	..
1	1	1	1	1	..	1	1	..
1	1	1	1	..	2	..	..	1
1	1	1	..	1	1	..	..	..

TABLE VI.—ABORIGINES' INDUSTRIAL

	COLONIAL—continued.						
	17	18	19	20	21	22	23
	Ngxalawe.	Gobozana.	Native Training Institution, Peelton. (Girls.)	Peelton. (Boys.)	Native Training Institution, Durban. (Girls.)	Lesseyton.	Girls Training Institution, Lesseyton.
AMOUNT of ALLOWANCES for the Financial Year 1884-84 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries of Teachers:							
First Teacher	10 0 0	11 5 0	50 0 0	50 0 0	40 0 0	60 0 0	50 0 0
Assistant .. ..	..	..	(2)50 0 0	(3)85 0 0	30 0 0	20 0 0	..
Sewing Mistress .. ..	..	..	..	..	..	..	..
Industrial Department .. ..	..	..	50 0 0	..	50 0 0	..	..
Native Apprentices .. ..	..	..	..	..	..	..	..
Native Boarders .. ..	..	..	200 0 0	..	150 0 0	..	150 0 0
Trade Teachers .. ..	..	..	..	..	..	..	..
Total	10 0 0	11 5 0	350 0 0	135 0 0	270 0 0	80 0 0	200 0 0
Local Expenditure	Nil.	Nil.	337 0 0	..	189 18 1	Nil.	78 19 5
No. on the Roll, Boys	31	22	..	112	..	31	..
Do. Girls	46	37	144	..	30	47	19
Do. Total	77	59	144	112	30	78	19
No. learning to read English ..	77	59	144	93	30	78	19
Do. do. Dutch .. ..	..	..	..	..	..	..	..
Do. do. Kafir	77	59	100	73	30	78	..
Do. to write from Copy .. ..	..	..	100	55	29	..	19
Do. Arithmetic, S. Rules	45	32	66	62	2	64	5
Do. do. H. Rules .. ..	..	..	43	31	28	14	14
Do. Geography	26	13	100	55	28	33	19
Do. History .. ..	..	..	18	13	9	..	7
Do. English Grammar and Composition .. ..	..	..	44	18	9	9	19
Do. Music .. ..	..	..	100	112	30	78	19
Do. Sewing (Girls) .. ..	..	..	100	..	30	..	19
Do. Infant Lessons .. ..	..	..	44	..	..	45	..
Do. Object Lessons .. ..	..	..	144	..	30	78	19
No. of Teachers.	(Master)	(Mistress)	(Assistants)	1	..	1	..
	1	1	1	..	1	..	1
	..	..	2	3	1	1	..

INSTITUTIONS AND DAY SCHOOLS.

COLONIAL—continued.					(B.)—TRANSKEI (FINGOLAND).			
24	25	26	27	28	1	2	3	4
United Presbyterian Mission, Umgwali. (Boys.)	Native Training Institution, Umgwali. (Girls.)	Lovedale Seminary.	Lovedale Elementary School.	Lovedale Female Industrial School.	Training Institution, Blythswood.	Butterworth.	Tongwane.	Kobodi.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
60 0 0	50 0 0	(2)200 0 0	40 0 0	100 0 0	100 0 0	80 0 0	30 0 0	30 0 0
..	(3) 90 0 0	(5)200 0 0	..	40 0 0	40 0 0	20 0 0	..	..
..	..	..	10 0 0	10 0 0	10 0 0	..	..	10 0 0
..	..	..	..	..	..	50 0 0	..	..
..	..	750 0 0	..	..	195 0 0	..	..	..
..	100 0 0	900 0 0	..	250 0 0	200 0 0	..	..	..
..	..	360 0 0	..	..	120 0 0	..	..	..
60 0 0	240 0 0	2,410 0 0	50 0 0	400 0 0	665 0 0	150 0 0	30 0 0	40 0 0
4 18 3	297 3 0	*261 0 0	(Included in 26.)	..	..	38 9 0	15 19 0	17 8 0
108	16	194	55	31	108	60	23	32
..	117	..	75	96	28	96	14	28
108	133	194	130	127	136	156	37	60
63	133	163	106	127	136	123	37	52
..	..	20	..	3	..	..	..	..
98	133	130	106	116	109	123	37	52
44	50	108	56	127	72	54	9	24
49	83	31	106	46	57	80	14	33
5	50	151	6	81	79	33	7	11
20	50	192	32	94	77	54	12	11
..	50	56	..	78	38	2	..	..
12	50	111	..	78	63	17	8	11
49	..	..	130	..	..	80	18	52
..	117	..	75	99	23	40	23	22
..	36	..	24	..	..	33	13	8
20	133	34	94	34	70	156	16	52
1	..	2	..	..	1	1	..	1
1	1	..	2	2	1	..	1	1
..	3	5	..	1	1	2	..	..

* Too late to be included in Totals.

TABLE VI—ABORIGINES' INDUSTRIAL

	TRANSKEI (FINGOLAND)—continued.						
	21	22	23	24	25	26	27
	Hebehebe.	Ndakana, Ntikintiki's.	Matolweni's.	PietLandu's.	Zokufa's.	Hanga.	Nconcolora.
AMOUNT of ALLOWANCES for the Financial Year 1884-85 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries of Teachers :—							
First Teacher	40 0 0	30 0 0	40 0 0	35 0 0	20 0 0	15 0 0	20 0 0
Assistants .. ..	..	..	..	..	..	..	..
Sewing Mistress	10 0 0	..	10 0 0	..	..	..	..
Industrial Department ..	..	..	..	..	..	..	..
Native Apprentices .. ..	..	..	..	..	..	..	..
Native Boarders .. ..	..	..	..	..	..	..	..
Trade Teachers .. ..	..	..	..	..	..	..	..
Total	50 0 0	30 0 0	50 0 0	39 0 0	20 0 0	15 0 0	20 0 0
Local Expenditure	21 0 0	10 0 0	16 0 0	10 0 0	10 0 0	..	18 10 0
No. on the Roll, Boys	25	24	32	8	11		17
Do. Girls	29	20	20	23	23		24
Do. Total	54	44	52	31	34		41
No. learning to read English ..	33	38	24	22	23		31
Do. do. Dutch .. ..	..	..	..	..	..		..
Do. do. Kafir	54	44	24	13	34		..
Do. to write from Copy ..	33	31	14	7	18		8
Do. Arithmetic S. Rules ..	39	36	12	7	18		28
Do. do. H. Rules	15	4	11	7	7		3
Do. Geography	20	5	14	8	6		3
Do. History .. ..	..	..	2	..	..		..
Do. English Grammar and Composition	5	..	2	4	..		3
Do. Music	54	44	24	13	34		31
Do. Sewing (Girls)	25	..	14	..	..		..
Do. Infant Lessons .. ..	..	24	16	9	..		10
Do. Object Lessons .. ..	..	..	..	..	7		..
No. of Teachers. (Master	1	1	1	1	1	1	1
(Mistress	1	..	1	..	..	..	..
(Assistants .. ..	..	..	..	..	..	..	..

INSTITUTIONS AND DAY SCHOOLS.

TRANSKEI (FINGOLAND)—continued.								
28	29	30	31	32	33	34	35	36
Caba.	Ngonyama.	Kuze.	Mbulukweza.	Qutsa, Sijula's.	Tsojana, Pitso's.	Mlondeni's (English Church).	Upper Xolobe.	Cunningham.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
60 0 0	10 0 0	20 0 0	30 0 0	20 0 0	60 0 0	20 0 0	15 0 0	40 0 0
20 0 0	..	..	15 0 0	..	27 10 0	..	..	30 0 0
10 0 0	5 0 0	..	10 0 0	..	10 0 0	..	..	10 0 0
..
..
..
90 0 0	15 0 0	20 0 0	55 0 0	20 0 0	97 10 0	20 0 0	15 0 0	80 0 0
20 0 0	..	12 10 0	26 0 0	10 0 0	30 0 0	19 0 0	5 0 0	10 0 0
41	..	..	40	10	20	16	17	..
31	..	..	33	23	49	22	20	..
72	..	..	73	33	69	38	37	..
58	..	..	47	11	41	38	7	..
..
58	..	..	47	7	41	15	5	..
31	..	..	24	15	32	6	6	..
35	..	..	34	13	21	10	8	..
19	..	..	7	..	9	3	..	..
19	..	..	7	..	9	3	..	..
..
6	..	..	7	..	9	..	..	..
72	..	..	61	33	41	25	37	..
28	..	..	34	..	29	..	..	..
18	..	..	21	8	28	12	9	..
..	..	..	61	..	69	..	..	..
1	1	1	1	1	1	1	1	1
1	1	..	1	..	1	..	..	1
1	..	..	1	..	2	..	..	1

TABLE VI.—ABORIGINES' INDUSTRIAL

	TRANSKEI (FINGOLAND)— <i>continued.</i>						
	37	38	39	40	31	42	43
	Falenis.	Ceru Bawa.	Nqutu.	Springs.	Ndakana, Mavuso's.	Magodla's.	Lower Zolo.
AMOUNT OF ALLOWANCES for the Financial Year 1884-85 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries of Teachers:—							
First Teacher.. ..	10 0 0	10 0 0	20 0 0	22 10 0	22 10 0	15 0 0	30 0 0
Assistants .. ..	..	..	..	..	..	..	..
Sewing Mistress ..	..	..	..	..	..	..	..
Industrial Department	..	..	..	..	..	..	..
Native Apprentices .. ..	..	..	..	..	..	..	..
Native Boarders .. ..	..	..	..	..	..	..	..
Trade Teachers .. ..	..	..	..	..	..	..	..
Total	10 0 0	10 0 0	20 0 0	22 10 0	22 10 0	15 0 0	30 0 0
Local Expenditure	10 0 0	10 0 0	10 0 0	7 10 0	10 0 0	5 0 0	10 0 0
No. on the Roll, Boys ..	33			26		55	15
Do. Girls	28			16		24	25
Do. Total	61			42		59	40
No. learning to read English	21			12		33	40
Do. do. Dutch..	..	No Return.	No Return.	..	No Return.	..	..
Do. do. Kafir ..	23	..	..	12	..	59	40
Do. to write from Copy..	11	..	..	12	..	18	23
Do. Arithmetic, S. Rules	12	..	..	9	..	17	20
Do. do. H. Rules ..	6	..	..	4	..	11	4
Do. Geography	8	..	..	12	..	11	10
Do. History .. ..	..	..	..	..	..	..	..
Do. English Grammar and Composition ..	..	..	..	..	..	..	..
Do. Music	61	..	..	..	..	4	4
Do. Sewing (Girls) ..	..	..	..	..	..	59	40
Do. Infant Lessons ..	..	..	..	..	..	..	..
Do. Object Lessons ..	11	..	..	..	..	11	40
No. of Teachers. (Master ..	1	1	1	1	1	1	1
(Mistress ..	..	..	..	..	..	..	..
Assistants ..	..	..	..	..	..	..	..

INSTITUTIONS AND DAY SCHOOLS.

	TRANSKEI (FINGODAND)— <i>continued.</i>								
	44	45	46	47	48	49	50	51	52
	Toboyi.	Tsomo.	Newana's.	Dingeswayo's	Gqogqora.	Ndondo's.	Iustsito.	Lumani's.	Nomaheya.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
	30 0 0	100 0 0	12 10 0	30 0 0	35 0 0	20 0 0	37 10 0	30 0 0	15 0 0
	..	40 0 0	..	..	20 0 0	7 10 0	..	..	..
	..	..	..	10 0 0	..	5 0 0	..	..	..
	..	50 0 0	..	..	..	..	..	..	..

	30 0 0	190 0 0	12 10 0	40 0 0	55 0 0	32 10 0	37 10 0	30 0 0	15 0 0
	10 0 0	20 0 0	2 10 0	10 0 0	15 0 0	22 10 0	2 10 0	10 0 0	5 0 0
	7	66	16	23	31	33	..	26	11
	41	83	38	27	33	92	..	26	28
	48	149	54	50	64	125	..	52	39
	32	105	47	22	64	30	No Return.	37	8

	10	102	15	31	64	41	..	18	15
	11	58	6	3	6	8	..	17	5
	13	51	12	19	19	41	..	24	4
	9	54	..	3	..	4	..	13	2
	5	40	6	8	11	4	..	14	2
	..	1	..	..	..	..	..	..	..
	..	11	..	3	6	..	..	3	..
	48	..	25	22	52	..	..	12	34
	..	83	..	22	30	..	..	15	..
	7	44	6	19	12	84	..	..	16
	..	..	..	..	64	..	..	..	..
	1	1	1	1	1	1	1	1	1
	..	..	..	1	..	1	..	..	..
	..	1	..	..	1	1	..	..	..

TABLE VI.—ABORIGINES' INDUSTRIAL

	TRANSKEI (FINGOLAND)— <i>continued.</i>						
	53	54	55	56	57	58	59
	Jikezi.	Xume.	Tsojana.	Tshangana's.	Mlondleni's (Wesleyan).	Mtshabe.	Upper Zolo.
AMOUNT of ALLOWANCES for the Financial Year 1884-85 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries of Teachers:—							
First Teacher..	30 0 0	30 0 0	30 0 0	10 0 0	30 0 0	10 16 8	40 0 0
Assistants ..	17 10 0	..	..	..	..	..	20 0 0
Sewing Mistress ..	..	10 0 0	4 3 4	..	10 0 0	..	..
Industrial Department	..	..	..	..	..	..	..
Native Apprentices ..	..	..	..	..	..	..	..
Native Boarders ..	..	..	..	..	..	..	..
Trade Teachers ..	..	..	..	..	..	..	..
Total ..	47 10 0	40 0 0	34 3 4	10 0 0	40 0 0	10 16 8	60 0 0
Local Expenditure ..	7 10 0	10 0 0	15 16 8	5 0 0	10 0 0	9 3 4	22 0 0
No. on the Roll, Boys ..	39	21	15	8	24	24	13
Do. Girls ..	53	49	33	27	40	21	40
Do. Total ..	92	70	48	35	64	45	53
No. learning to read English	45	40	34	21	17	12	39
Do. do. Dutch..	..	..	..	..	..	..	..
Do. do. Kafr ..	61	42	35	..	19	14	31
Do. to write from Copy..	8	24	3	13	9	..	..
Do. Arithmetic S Rules..	32	29	3	12	9	11	32
Do. do. H Rules	11	10	3	..	3	2	7
Do. Geography ..	11	17	3	..	3	3	7
Do. History ..	..	..	..	..	..	..	..
Do. English Grammar and Composition ..	11	8	1	..	..	..	7
Do. Music ..	..	..	..	..	42	45	..
Do. Sewing (Girls) ..	26	49	28	..	27	..	..
Do. Infant Lessons ..	20	28	8	23	45	15	14
Do. Object Lessons ..	61	..	..	..	..	..	..
No. of Teachers.							
{ Master ..	1	1	1	1	1	1	1
{ Mistress ..	..	1	1	..	1	..	..
{ Assistants ..	1	..	..	..	..	..	1

INSTITUTIONS AND DAY SCHOOLS.

TRANSKEI (FINGOLAND)— <i>continued.</i>					TRANSKEI (IDUTYWA RESERE).			
60	61	62	63	64	65	66	67	68
Cibala.	Neisininde.	Mbulu (Fateron).	Lutuli's.	Esigubudwini (Jobe's).	Sipiko's.	Douglas.	Morrison.	Dale.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
30 0 0	30 0 0	40 0 0	40 0 0	30 0 0	30 0 0	30 0 0	30 0 0	20 0 0
..	20 0 0	20 0 0	20 0 0	..	..	..	..	..
..	5 0 0	..	..	12 10 0	..	..	..	..
..
..
..
30 0 0	55 0 0	60 0 0	60 0 0	42 10 0	30 0 0	30 0 0	30 0 0	20 0 0
10 0 0	35 0 0	20 0 0	25 0 0	..	19 0 0	2 10 0	10 0 0	10 0 0
20	..	37	28	24	28	29	..	35
35	..	32	36	23	22	28	..	18
55	..	69	64	47	50	57	..	53
10	..	45	52	37	35	27	..	36
..
10	No Return.	48	52	27	35	50	No Return.	43
6	..	27	40	10	11	10	..	24
5	..	27	34	20	15	25	..	24
3	..	18	13	4	9	..	..	..
6	..	14	24	19	..	10	..	..
..
..	..	14	7	..	..	..	..	..
..	..	69	40	39	50	..	..	..
..	..	32	36	20	..	..	..	..
20	..	20	12	10	15	..	..	..
..	..	..	..	..	..	11	..	12
1	1	1	1	1	1	1	1	1
..	..	..	..	1	..	..	..	..
..	2	1	1	..	..	..	..	..

TABLE VI.—ABORIGINES' INDUSTRIAL

	TRANSKEI (IDUTYWA RESERVE)— <i>cont.</i>				TRANSKEI—(GCALEKALAND).		
	69	70	71	72	73	74	75
	The Resi- dency.	Gwadana.	Sofike's.	Qora.	Leslie.	Ingcutyana.	Qakazana.
AMOUNT of ALLOWANCES for the Financial Year 1884-85 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries of Teachers:—							
First Teacher	30 0 0	20 0 0	10 0 0	30 0 0	30 0 0	10 0 0	20 0 0
Assistants .. ..	..	..	..	..	..	..	..
Sewing Mistress ..	7 15 0	..	..	..	..	5 0 0	..
Industrial Department	..	..	..	..	..	..	..
Native Apprentices .. ..	..	..	..	..	..	..	..
Native Boarders .. ..	..	..	..	..	..	..	..
Trade Teachers .. ..	..	..	..	..	..	..	..
Total	37 15 0	20 0 0	10 0 0	30 0 0	30 0 0	15 0 0	20 0 0
Local Expenditure	2 5 0	19 10 0	17 4 4	15 1 9	11 0 0	22 10 0	16 0 0
No. on the Roll, Boys ..	22	28		47			
Do. Girls ..	25	21		21			
Do. Total ..	47	49		68			
No. learning to read English..	20	11		29			
Do. do. Dutch ..	..	..		..
Do. do. Kafir ..	..	13		29			
Do. to write from Copy ..	16	6		8			
Do. Arithmetic S. Rules ..	..	9		18			
Do. do. H. Rules ..	2	3		7			
Do. Geography ..	3	12		8			
Do. History ..	..	..		..
Do. English Grammar and Composition ..	..	..		2			
Do. Music ..	..	26		30			
Do. Sewing (Girls) ..	25	..		..
Do. Infant Lessons ..	..	25		18			
Do. Object Lessons ..	5	..		..
No. of Teachers. { Master	1	1	1	1	..	1	1
{ Mistress	1	..	..	..	1	1	..
{ Assistant .. ..	..	..	..	..	..	..	..

INSTITUTIONS AND DAY SCHOOLS.

TRANSKEI (GCALEKALAND)— <i>continued.</i>								
76	77	78	79	80	81	82	83	84
Egwadu.	Mahasana.	Mfula.	Weza.	Mtanda's.	Mendu.	Iqina.	Maki's.	Ngabara.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
20 0 0	30 0 0	30 0 0	12 10 0	5 0 0	22 10 0	5 0 0	15 0 0	30 0 0
..	20 0 0	..	..	..	..	..	..	..
10 0 0	..	..	..	..	..	..	..	10 0 0
..
..
..
30 0 0	50 0 0	30 0 0	12 10 0	5 0 0	22 10 0	5 0 0	15 0 0	40 0 0
16 0 0	21 0 0	14 18 0	14 0 0	3 5 0	18 10 0	11 18 6	10 0 0	14 11 0
45	61	44	28		50	24		42
38	59	51	28		34	30		48
83	120	95	56		84	54		90
23	120	95	14		84	45		46
23	120	26	14		84	45		50
23	9	6	6		..	13		20
17	54	13	7		12	32		30
7	9	11	7		..	13		13
8	19	13	7		..	13		20
..
..	9	..	..		..	4		4
..	120	95	35		84	45		75
31	41	..	..		..	..		28
44	54	21	..		..	9		..
..	120	..	..		..	45		43
1	1	1	1	..	1	1	1	1
1	..	..	..	..	..	..	..	1
..	1	..	..	..	..	..	..	..

TABLE VI.—ABORIGINES' INDUSTRIAL

	TRANSKEI (GCALEKALAND)— <i>continued.</i>						
	85	86	87	88	89	90	91
	Mevana.	Philip Damon's.	Ramra.	Malan.	Ntsimbakazi	Bancolo.	Gwadu.
AMOUNT of ALLOWANCES for the Financial year 1884-85 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries of Teachers :							
First Teacher	20 0 0	30 0 0	20 0 0	22 10 0	30 0 0	30 0 0	30 0 0
Assistants .. ..	..	..	..	..	..	..	..
Sewing Mistress .. ..	..	..	..	..	..	2 10 0	..
Industrial Department ..	..	..	..	..	..	..	..
Native Apprentices .. ..	..	..	..	..	..	..	..
Native Boarders .. ..	..	..	..	..	..	..	..
Trade Teachers .. ..	..	..	..	..	..	..	..
Total	20 0 0	30 0 0	20 0 0	22 10 0	30 0 0	32 10 0	30 0 0
Local Expenditure	13 15 0	..	..	..	17 0 0	15 19 6	14 15 0
No. on the Roll, Boys	28	31	23	..	37	54	37
Do. Girls	18	40	25	..	33	38	34
Do. Total	46	71	48	..	70	92	71
No. learning to read English ..	22	33	11	..	29	66	10
Do. do. Dutch .. ..	..	..	..	..	..	..	..
Do. do. Kafir	24	39	48	..	18	66	13
Do. to write from Copy ..	9	27	5	..	13	26	2
Do. Arithmetic, S. Rules ..	26	47	22	..	19	51	13
Do. do. H. Rules	9	11	1	..	13	14	5
Do. Geography	7	17	5	..	13	14	5
Do. History .. ..	..	..	..	..	..	..	1
Do. English Grammar and Composition .. ..	..	..	..	..	5	14	1
Do. Music	46	..	..	..	70	92	71
Do. Sewing (Girls) .. ..	..	29	22	..	..	31	..
Do. Infant Lessons	26	10	..	..	37	26	58
Do. Object Lessons .. ..	..	17	..	..	21	26	71
No. of Teachers. { Master	1	1	1	1	1	1	1
{ Mistress .. ..	..	1	..	..	..	1	..
{ Assistants .. ..	..	..	..	..	..	..	..

INSTITUTIONS AND DAY SCHOOLS.

TRANSKEI GCALEKALAND <i>continued.</i>	(C).—TEMBULAND (TEMBULAND PROPER).								
	92	1	2	3	4	5	6	7	8
	Tutura.	Native Institution, (Boys), Umtata.	Umtata, Location School.	S. Alban's.	Upper Qumancu.	Baziya.	Tabasi.	All Saints.	Emkanzi.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
7 10 0	100 0 0	30 0 0	30 0 0	15 0 0	40 0 0	20 0 0	40 0 0	10 0 0	
..	..	..	20 0 0	..	..	..	..	..
..	..	..	10 0 0	..	..	..	10 0 0	..
..	
..	270 0 0	..	..	..	..	..	..	..
..	192 10 0	..	..	..	..	..	..	..
..	240 0 0	..	..	..	..	..	..	..
7 10 0	802 10 0	30 0 0	60 0 0	15 0 0	40 0 0	20 0 0	50 0 0	10 0 0	
5 0 0	219 9 3	6 11 3	32 0 0	..	13 2 8	33 11 2	5 19 9	..	
35	92	15	33	..	40	30	56	..	
45	..	26	47	..	35	30	56	..	
80	92	41	80	..	75	60	112	..	
26	90	37	51	..	43	33	87	..	
..	..	..	..	..	..	..	34	..
80	..	..	40	..	57	26	65	..
26	71	15	18	..	26	19	31	..	
18	35	16	37	..	31	18	59	..	
8	58	..	12	..	26	5	27	..	
..	59	8	13	..	7	17	23	..	
..	34	..	..	..	..	..	..	..
..	58	3	10	..	..	..	64	..
80	1	..	80	..	..	..	44	..
30	..	31	30	..	25	..	25	..	
34	..	8	24	..	18	27	..	..
..	41	..	..	..	48	..	..	..
1	1	1	1	1	1	1	1	..	
..	..	..	1	..	..	..	..	..
..	..	..	1	..	..	..	..	..

TABLE VI.—ABORIGINES' INDUSTRIAL

	TEMBULAND (TEMBULAND PROPER)— <i>continued.</i>						
	9	10	11	12	13	14	15
	Qutuben.	Native Institution, Boys, Clarkebury.	Clarkebury (Girls.)	Emjanya.	Cwecweni.	Maxongo's Hoek.	Nabileyo.
AMOUNT of ALLOWANCES for the Financial Year 1884-84 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries of Teachers:							
First Teacher	15 0 0	100 0 0	30 0 0	20 0 0	30 0 0	30 0 0	15 0 0
Assistant .. ..	..	40 0 0	20 0 0	..	..	..	..
Sewing Mistress	5 0 0	..	10 0 0	..	7 10 0	..	..
Industrial Department ..	..	..	..	..	..	..	..
Native Apprentices .. ..	..	405 0 0	..	..	..	..	..
Native Boarders .. ..	..	..	250 0 0	..	..	..	..
Trade Teachers .. ..	..	240 0 0	..	..	..	..	..
Total	20 0 0	785 0 0	310 0 0	20 0 0	37 10 0	30 0 0	15 0 0
Local Expenditure	4 3 0			5 0 0	23 16 0	22 16 0	10 0 0
No. on the Roll, Boys	34	156	48	25	28	28	
Do. Girls	27	..	92	25	50	33	
Do. Total	61	156	140	50	78	61	
No. learning to read English ..	52	143	64	36	42	50	
Do. do. Dutch .. ..	..	..	..	..	..	..
Do. do. Kafir	18	..	..	7	17	..	
Do. to write from Copy .. ..	..	136	25	..	18	..	
Do. Arithmetic, S. Rules	14	29	36	10	23	43	
Do. do. H. Rules	3	127	15	6	18	4	
Do. Geography .. ..	..	139	9	6	18	4	
Do. History .. ..	..	68	6	..	..	..
Do. English Grammar and Composition .. ..	..	82	6	..	8	4	
Do. Music	30	150	34	..	78	61	
Do. Sewing (Girls)	23	..	28	..	28	..	
Do. Infant Lessons	9	..	76	14	36	11	
Do. Object Lessons .. ..	..	50	..	..	..	..
No. of Teachers. (Master)	1	1	..	..	1	1	1
(Mistress)	1	..	2	1	1	..	..
(Assistants)	..	1	1	..	..	..	..

Closed 31.12.84.

INSTITUTIONS AND DAY SCHOOLS.

TEMBULAND (TEMBULAND PROPER)— <i>continued.</i>									TEMBULAND EMIGRANT TEMBULAND
16	17	18	19	20	21	22	23	24	
Ncehana.	Etyeni.	Morley.	Queque.	Qokolweni.	Kambe.	Tora.	Main.	Wodehouse Forests.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
40 0 0	20 0 0	22 10 0	32 10 0	40 0 0	30 0 0	20 0 0	30 0 0	30 0 0	30 0 0
..	..	..	..	20 0 0	..	..	..	..	..
..	..	..	..	..	..	..	..	..	7 10 0
..
..
..
..
40 0 0	20 0 0	22 10 0	32 10 0	60 0 0	30 0 0	20 0 0	30 0 0	37 10 0	
10 0 0	10 0 0		7 10 0	10 0 0	10 0 0	10 0 0	17 0 0	17 10 0	
25	21		25	46	9	41	31	33	
17	24		14	37	28	46	35	49	
42	45		39	77	37	87	66	82	
42	28		39	77	37	48	20	43	
..	
22	6		39	77	15	48	29	21	
6	11		14	14	13	23	9	35	
14	5		15	29	15	14	16	31	
6	4		6	20	4	10	3	12	
14	8		6	20	14	18	7	12	
..	
..	..		3	14	..	3	..	..
42	39		..	43	23	48	66	43	
..	..		..	..	..	..	..	20	
..	17		15	20	13	16	7	20	
..	
1	..	1	1	1	1	1	1	1	
..	1	..	..	1	..	..	..	1	
..	

Closed 31.3.85.

TABLE VI.—ABORIGINES' INDUSTRIAL

	TEMBULAND (EMIGRANT TEMBULAND)— <i>continued.</i>						
	25	26	27	28	29	30	31
	Ngwaru.	Southeyville.	Isikoba.	Seplan.	Neora.	Upper Tsomo.	Bumbana.
AMOUNT OF ALLOWANCES for the Financial Year 1884-85 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries of Teachers:							
First Teacher	5 0 0	30 0 0	25 0 0	40 0 0	20 0 0	27 10 0	15 0 0
Assistant .. ..	..	10 0 0	15 0 0	..	..	..	..
Sewing Mistress .. ..	..	..	..	2 10 0	..	..	..
Industrial Department ..	..	..	..	..	..	..	..
Native Apprentices .. ..	..	..	..	..	..	..	..
Native Boarders .. ..	..	..	..	..	..	..	..
Trade Teachers .. ..	..	..	..	..	..	..	..
Total	5 0 0	40 0 0	40 0 0	42 10 0	20 0 0	27 10 0	15 0 0
Local Expenditure	20 0 0	..	19 0 0	..	10 0 0	12 10 0	12 10 0
No. on the Roll, Boys	25		30	27	28	29	21
Do. Girls	28		34	40	34	32	40
Do. Total	53		64	67	62	61	61
No. learning to read English ..	23		24	67	23	35	57
Do. do. Dutch .. ..	..		..	..	..	..	1
Do. do. Kafir	23		29	34	23	61	57
Do. to write from Copy	23		16	13	13	16	14
Do. Arithmetic, S. Rules	23		29	18	10	44	23
Do. do. H. Rules .. ..	..		11	4	13	1	4
Do. Geography	23		11	4	16	..	4
Do. History .. ..	..		..	..	..	..	..
Do. English Grammar and Composition .. ..	..		..	..	..	..	..
Do. Music	50		64	67	..	..	61
Do. Sewing (Girls) .. ..	..		34	36	..	..	..
Do. Infant Lessons	27		35	25	38	17	30
Do. Object Lessons .. ..	..		..	..	..	..	..
No. of Teachers							
Master	1	1	1	1	1	1	1
Mistress .. ..	..	..	..	1	..	..	..
Assistants .. ..	..	1	1	..	..	..	..

INSTITUTIONS AND DAY SCHOOLS.

	TEMBULAND (EMIGRANT TEMBULAND)— <i>continued.</i>								
	32	33	34	35	36	37	38	39	40
	Indwana.	Training Institution, (Boys), St. Mark's.	Training Institution, (Girls), St. Mark's.	Hohita.	Camama (Cofinaba).	Umxi.	Tshingeni.	Sabelela.	Tafeni.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
	15 0 0	40 0 0	50 0 0	15 0 0	20 0 0	30 0 0	60 0 0	15 0 0	20 0 0
	5 0 0	40 0 0	30 0 0	7 10 0	..	..	20 0 0	..	..
	..	..	10 0 0	..	16 0 0	10 0 0	10 0 0	..	..
	..	50 0 0	..	..	..	..	..	..	..
	..	105 0 0	..	..	..	..	..	..	..
	..	..	170 0 0	..	..	..	..	..	..

	20 0 0	235 0 0	260 0 0	22 10 0	30 0 0	40 0 0	90 0 0	15 0 0	20 0 0
	20 0 0	37 0 0	Included in Boys	7 10 0	10 0 0	16 0 0	20 0 0	8 0 0	15 5 0
	55	70	..	..	11	27	..	..	13
	85	..	96	..	24	44	..	..	28
	140	70	96	..	35	71	..	..	41
	61	70	96	..	11	64	..	..	24

	37	70	96	..	11	49	..	..	24
	29	32	33	..	11	..	..	..	16
	34	18	83	..	9	9	..	..	16
	12	24	21	..	4	5	..	..	3
	12	42	21	..	4	5	..	..	3
	..	..	6	Closed 31.3.85.	..	..	No Return.	Closed 31.3.85.	..
	..	11	10	..	..	..	..	..	..
	..	70	..	..	35	..	..	..	10
	..	..	48	..	23	16	..	..	..
	79	28	24	..	16	..	..	..	17
	..	70	21	..	..	..	..	..	..
	1	1	..	1	1	1	1	1	1
	..	..	2	..	1	1	1	1	..
	1	1	1	..	..	..	2	..	..

TABLE VI.—ABORIGINES' INDUSTRIAL

	GRIQUALAND EAST—continued.					
	14	15	16	17	18	19
	Mpulu's (Kromhoek)	Engungini.	Sondaba's. (Wesleyan)	Osborn.	Ulutateni.	Cancele.
AMOUNT OF ALLOWANCES for the Financial Year 1884-'85, for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries of Teachers ..						
First Teacher ..	30 0 0	20 0 0	18 15 0	40 0 0	20 0 0	20 0 0
Assistants ..	..	..	..	40 0 0 (2)	..	..
Sewing Mistress ..	..	10 0 0	..	10 0 0	..	..
Industrial Department ..	..	..	..	..	..	..
Native Apprentices ..	..	..	..	..	..	..
Native Boarders ..	..	..	..	..	..	..
Trade Teachers ..	..	..	..	..	..	..
Total ..	30 0 0	30 0 0	18 15 0	90 0 0	20 0 0	20 0 0
Local Expenditure ..	72 19 0	12 10 0	16 10 0	51 5 0	10 0 0	10 0 0
No. on the Roll, Boys ..	27	20	28	89	24	28
Do. Girls ..	28	19	5	78	10	23
Do. Total ..	55	39	33	167	34	51
No. learning to read English ..	43	16	18	101	13	38
Do. do. Dutch ..	..	..	..	..	..	..
Do. do. Kafir ..	43	23	9	101	16	..
Do. to write from Copy ..	4	23	6	36	8	7
Do. Arithmetic, S. Rules ..	20	16	18	64	9	21
Do. do. H. Rules ..	4	3	2	36	4	2
Do. Geography ..	24	3	14	36	7	23
Do. History ..	..	..	..	12	..	..
Do. English Grammar and Composition ..	4	..	..	12	..	..
Do. Music ..	30	39	15	101	..	33
Do. Sewing (Girls) ..	..	20	..	27	..	..
Do. Infant Lessons ..	12	15	10	71	13	11
Do. Object Lessons ..	4	17	2	167	..	38
No. of Teachers. {						
Master ..	1	1	1	1	..	..
Mistress ..	..	1	..	1	..	1
Assistants ..	..	..	..	2	..	..

INSTITUTIONS AND DAY SCHOOLS.

	GRIQUALAND EAST—continued.							
	20	21	22	23	24	25	26	27
	Egungadlavu	Umtshazi.	Empemba.	Inhlabeni.	Clydesdale.	Ncapani (English Church).	Simon's.	Bangan- yama's
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
20 0 0	15 0 0	20 0 0	20 0 0	40 0 0	15 0 0	30 0 0	20 0 0	
..	..	..	..	20 0 0	..	..	..
..	..	..	..	10 0 0	5 0 0	..	..
..	
..	..	..	..	300 0 0	..	..	..
..	..	..	..	100 0 0	..	..	..
..	..	..	..	120 0 0	..	..	..
20 0 0	15 0 0	20 0 0	20 0 0	590 0 0	20 0 0	30 0 0	20 0 0	
10 0 0	15 0 0	14 0 0	10 0 0	180 0 0		12 0 0	12 0 0	
20	29	25	43	72		31	31	
18	39	34	44	51		18	13	
38	68	59	87	123		49	44	
26	22	35	64	80	Closed 31.12.84.	39	19	
..	..	15	20	14		..	..
..	..	9	11	19		39	14	
5	7	37	19	30		8	5	
12	22	37	19	39		13	12	
12	6	6	4	16		..	2	
13	7	8	4	16		..	..
..	
..	6	..	..	5		..	..
..	22	..	64	..		..	..
10	31	19	26	51	..	..
..	9	..	64	52	..	..
..	1	1	1	1	1	1		
1	..	..	..	1	1	..	
..	..	..	..	1	..	..

TABLE VI.—ABORIGINES' INDUSTRIAL

	GRIQUALAND EAST—continued.				
	28	29	30	31	32
	Ebomvini.	Ensikeni.	Emngano.	Sondaba's (Fundweni).	Sondaba's.
AMOUNT of ALLOWANCES for the Financial Year 1884-85 for—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries of Teachers:—					
First Teachers	20 0 0	30 0 0	20 0 0	30 0 0	10 0 0
Assistants	..	..	..	..	..
Sewing Mistress	..	10 0 0	..	10 0 0	..
Industrial Department	..	..	..	..	..
Native Apprentices	..	..	..	..	..
Native Boarders	..	..	..	..	..
Trade Teachers	..	..	..	..	..
Total	20 0 0	40 0 0	20 0 0	40 0 0	10 0 0
Local Expenditure	12 0 0	14 0 0	14 0 0	22 0 0	..
No. on the Roll, Boys	20	24	23	21	
Do. Girls	16	13	25	28	
Do. Total	36	37	48	49	
No. learning to read English	20	16	48	49	Closed 31.12.84.
Do. do. Dutch	..	..	..	..
Do. do. Kafir	36	6	6	49	
Do. write from Copy	10	3	6	8	
Do. Arithmetic S. Rules	30	10	19	10	
Do. do. H. Rules	..	..	..	2	
Do. Geography	..	..	7	..	
Do. History	..	..	..	..
Do. English Grammar and Composition	..	..	..	..
Do. Music	..	..	..	..
Do. Sewing (Girls)	..	9	..	28	
Do. Infant Lessons	..	21	12	..	
Do. Object Lessons	..	..	..	..
No. of Teachers.					
{ Master	1	1	1	1	1
{ Mistress	..	1	..	1	..
{ Assistant	..	..	..	..	..

INSTITUTIONS AND DAY SCHOOLS.

GRIQUALAND EAST—continued.			PONDOLAND.			
33	34	35	36	37	38	39
Tinana.	Ezincuka.	Bethesda.	Buntingville, Boys.	Buntingville, Girls.	Erode.	Emfundisweni.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
20 0 0	25 0 0	25 0 0	100 0 0	Included in No. 37.	30 0 0	30 0 0
..	..	..	40 0 0		12 10 0	..
5 0 0	..	..	10 0 0		..	..
..
..	..	..	440 0 0		..	..
25 0 0	25 0 0	25 0 0	590 0 0	..	42 10 0	30 0 0
5 0 0	26 0 0	29 12 0	..	..	20 0 0	25 0 0
27	22	35	55	..	39	108
31	32	42	..	57	50	..
58	54	77	55	57	89	108
58	54	77	50	40	89	80
58	54	72	20	40	89	67
11	20	26	19	31	26	20
58	54	77	32	32	42	26
..	..	..	18	8	14	10
58	54	77	22	22	14	9
..	..	..	..	2	..	2
..	..	..	12	8	..	2
58	54	77	45	..	56	..
25	..	..	..	57	..	..
13	21	..	5	17	33	24
..	..	..	43	57	..	36
1	1	1	1	..	1	1
1	..	..	1	2	..	..
..	..	..	..	1	1	..

TABLE VII.—AMOUNT EXPENDED DURING THE YEAR ENDED 30TH JUNE, 1885, £4,762 10s.

RETURN OF PROFESSORSHIPS, &c., IN COLLEGES AND INSTITUTIONS UNDER ACT 24 OF 1874.

Name of Institution.		Number of Students attending the						Professors and Lecturers under the Higher Education Act No. 24 of 1874.	Number of hours per week devoted to each course of Lectures.					
		B.A. course	Inter-mediate course	Matric course	Professional Courses,				B.A. course	Inter-mediate course	Matric course	Professional Courses.		
					Survey.	Lab- oratory Chem- istry.	Botany.					Survey.	Lab- oratory Chem- istry.	Botany.
The S. A. College, Cape Town.	£1,712 10	7	14	48	..	..	..	Professor of the English Language and Literature. Professor of Analytical Chemistry and Experimental Physics. Laboratory Assistant. Professor of Classics. Professor of Mathematics. Ad. Professor of Classics and Mathematics. Professor of Modern Languages. Professor of Botany.	9	5	6	..	..	..
		6	14	48	..	24	..		6	4	10	..	12	..
		6	14	48	..	24	..		..	..	..	..	32	..
		4	14	47	..	..	..		8	4	9	..	..	..
		6	14	46	4	..	..		12*	10	8	15*	..	..
		4	14	49	..	..	..		3	4	14	..	..	..
		3	9	24	..	..	..		2	4	9	..	..	..
		40	
The Diocesan College, Rondebosch.	£800	4	4	56	..	..	..	Classical Lecturer. Mathematical Lecturer. Lecturer in Physical Science. Lecturer in English Literature.	10	8	15	..	..	..
		..	4	56	4	..	..		8	21	10	..	..
		..	4	56	..	..	..		..	4	12	..	..
		4	4	56	..	..	..		8	6	16	..	..
The Stellenbosch College.	£1,450	3	16	65	..	..	Professor of Mathematics. Professor of Chemistry and Physics. Laboratory Assistant. Professor of Classics. Professor of the English Language and Literature. Professor of Modern Languages. Assistant Professor of Literature and Mathematics.	8	4	8	..	..	..
		2	19	63	..	84		..	4*	3*	8	..	15	..
		..	..	..	..	..		..	..	..	..	..	26	..
		3	23	65	..	..		..	4	7	10	..	..	..
		5	24	63	..	..		..	7	5	8	..	..	..
		5	30	63	..	..		..	3	8	9	..	..	..
The Grey Institute, Port Elizabeth.	£400	..	3	23	1	..	Lecturer in Mathematics and Natural Philosophy. Lecturer in Classics and English Literature.	..	15½*	9½	15½*	..	..
		..	3	23	..	..		..	9½	15½	..	..	..
S. Andrew's College Graham's Town.	£400	4	4	23	..	..	Lecturer in Classics and English Literature. Lecturer in Mathematical and Physical Science.	11½	9½	6	..	..	..
		..	4	23	5	..		..	12½	10½	15½	..	..

* Certain hours are common to two Courses.

TABLE VIII. (i).—PUPIL TEACHERS admitted under Supplementary Regulations of 1874.

Name of Pupil Teachers.	School to which attached.	Name of Manager or Correspondent.
J. W. Doyle ...	Kafir College, Zonnebloem	Rev. T. H. Peters, M.A.
R. Grendon ...	" "	"
— Willis ...	" "	"
A. Masiza ...	" "	"
— Samuels ...	" "	"
A. Musson ...	School of Industry, Cape Tn.	Miss Eaton
C. Johnson ...	" "	"
F. McKay ...	" "	"
H. C. Black ...	" "	"
A. Clayton ...	" "	"
F. L. de Croes ...	" "	"
F. Crowley ...	R. C. Schools, Cape Town	Most Rev. Dr. Leonard
A. Kershaw ...	" "	"
N. Hart ...	" "	"
M. A. Connors...	" "	"
K. Connors ...	" "	"
M. Whyte ...	" "	"
A. Lyne ...	" "	"
A. O'Reilly ...	" "	"
K. Hart ...	" "	"
M. Sheehan ...	" "	"
J. Rorke ...	" "	"
J. White ...	" "	"
M. Dignum ...	" "	"
H. Farrell ...	" "	"
J. Ryan ...	" "	"
A. Flanagan ...	" "	"
E. Hide ...	Sch. of Industry, Simon's Tn.	Rev. J. Eedes
L. Rol ...	E.C. Miss. Sch., Malmesbury	Rev. F. D. Edwards
A. Bisschop ...	" "	"
E. Coppens ...	E. C. Miss. School, George	Ven. Arch. Fogg, M.A.
B. Cudmore ...	Convent M. Sch., P. Elizabeth	The Prioress
M. Hogan ...	" "	"
M. Hayes ...	" "	"
S. Kamp ...	School of Industry, Wynberg	Rev. T. W. Swift, M.A.
M. S. Malan ...	Huguenot Sem., Wellington	Rev. A. Murray
A. E. Stucki ...	" "	"
M. M. du Toit...	" "	"
F. Webb ...	" "	"
J. van den Berg	" "	"
S. Collins ...	" "	"
F. Mabile ...	" "	"
J. Rheeden ...	" "	"
E. Shand ...	" "	"
A. Wallace ...	" "	"
F. Wilmot ...	" "	"
M. van Blerk ...	" "	"
M. du Toit ...	" "	"
A. S. Ziervogel...	" "	"

TABLE VIII. (i).—PUPIL TEACHERS admitted under Supplementary Regulations of 1874.

Name of Pupil Teacher.	School to which attached.	Name of Manager or Correspondent.
C. Karamacher...	Huguenot Sem., Wellington.	Rev. A. Murray
H. le Roux ...	" "	"
A. Macpherson...	" "	"
C. M. Malherbe...	" "	"
C. de Vries ...	" "	"
M. E. Schuman	" "	"
J. Kayser ...	" "	"
M. S. Malan ...	" "	"
Frances Stapleton	" "	"
D. Marais ...	" "	"
A. le Camp ...	" "	"
M. van der Merwe	" "	"
E. Pearson ...	" "	"
J. S. Malan ...	" "	"
E. C. le Roux ...	" "	"
J. E. Cilliers ...	" "	"
A. W. Conradie	" "	"
E. A. Picard ...	" "	"
F. Webb ...	" "	"
M. van Blerk ...	" "	"
J. J. P. Jordaan...	Boys' Bdg. School, Blauw-valley, near Wellington	Mr. J. P. le Roux
F. D. Conradie...	" "	"
D. J. Smuts ...	" "	"
J. D. Heroldt ...	Boys' Pub. Sch., Wellington	Rev. A. Murray
T. C. Pauw ...	" "	"
P. Rossouw ...	Public School, Robertson...	Rev. A. McGregor
J. Stevens ...	" "	"
D. Doring ...	" "	"
E. Eaton ...	Girls' Pub. Sch., Stellenbosch	Rev. N. J. Hofmeyr
A. Mills ...	" "	"
H. van der Riet	" "	"
J. N. Kayser ...	" "	"
L. Patiens ...	Rhenish Miss. Schl., Saron	Rev. F. W. Weber
S. Zas ...	" "	"
C. Cilliers ...	Girls' Pub. Sch., Worcester	Rev. W. Murray
K. Metcalf ...	" "	"
M. Glaeser ...	" "	"
A. Metcalf ...	" "	"
C. Berning ...	" "	"
G. von Ludwig	" "	"
H. Swemmer ...	" "	"
D. Lind ...	Rh. Mis. Sch., Stellenbosch	Rev. F. Juffernbruch
M. de Kock ...	" "	"
A. Meyer ...	" "	"
C. de Costa ...	" "	"
A. E. L. Watermeyer	Girls' Pub. Sch., Graaff-Reinet	Rev. C. Murray
E. Deary ...	Girls' Pub. Sch., K. W. Tn.	Mr. Tudhope
I. Tudhope ...	" "	"

TABLE VIII. (i).—PUPIL TEACHERS admitted under Supplementary Regulations of 1874—(continued).

Name of Pupil Teacher.	School to which attached.	Name of Manager or Correspondent
M. H. O'Brien...	Girls' Pub. Sch., K. W. Tn.	Mr. Tudhope
E. Featherstone.	" "	"
Geo. Buliwe ...	Training Inst. S. Matthew's, Keiskama Hoek	Rev. C. Taberer
W. Stoffel ...	" "	"
A. Jelle ...	" "	"
M. Mnyani ...	" "	"
Emily Ngini ...	" "	"
Lydia Ntuli ...	" "	"
F. Haas ...	Mor. Mis. Sch., Genadendal	Rev. H. Zambert
S. Hartniet ...	" "	"
J. Morkel ...	" "	"
T. Adonis ...	" "	"
C. Germushuys...	E. Ch. Miss. Sch., Caledon	C. F. Atkinson
S. Wilkinson ...	" "	"
M. Yull ...	St. Paul's Sch., Pt. Elizabeth	Rev. S. Brook
M. Robertson ...	" "	"
R. Barry ...	Strand-street Miss. School, Port Elizabeth.	Rev. T. Bennetts
T. Mtyobo ...	Kafir Inst. Graham's Town	Rev. R. G. Mullins
H. Hlahle ...	Training Institutn., Umtata	Rev. W. M. Cameron, M.A.
E. Plaatje ...	" "	"
G. Somana ...	" "	"
C. Dick ...	Missionary Instn., Lovedale	Rev. Dr. Stewart
S. Dlova ...	" "	"
E. Wagu ...	" "	"
M. Zidumbu ...	" "	"
H. Magocoba ...	" "	"
S. Msikinya ...	" "	"
M. Mtywaku ...	Girls' Training Inst., Peeltion	Miss Sturrock
M. Mlonjeni ...	" "	"
R. Masiza ...	" "	"
A. Metelerkamp	" "	"
C. Msidwana ...	Wes. Mis. Sch., Durban, Peddie	Rev. E. Gedye
M. Sobinta ...	" "	"
J. Qobosi ...	Native Train. Inst., Heald Tn.	Rev. W. Holford
J. Mtobi ...	" "	"
S. Hobe ...	" "	"
J. Ndlazulwana...	" "	"
R. Magazine ...	" "	"
J. Hoko ...	" "	"
G. Sinuka ...	" "	"
J. Sibula ...	" "	"
G. Dlapu ...	" "	"
W. Somjesi ...	" "	"
B. Inabi ...	" "	"
P. Lututi ...	" "	"
H. Booi ...	" "	"
H. Sitole ...	" "	"

TABLE VIII. (i).—PUPIL TEACHERS admitted under Supplementary Regulations of 1874—(continued).

Name of Pupil Teacher.	School to which attached.	Name or Manager or Correspondent.
S. Ngani ...	Native Train. Inst., Heald Tn.	Rev. W. Holford
W. Logie ...	St. Philip's Kafir Mission School, Graham's Town	Rev. W. H. Turpin
G. R. F. Wallace	St. Mark's Mission School, Cape Town	Rev. W. L. Clementson, M.A.
M. E. Buchinger	" "	" "
H. F. Greef ...	St. Paul's Mission School, Rondebosch	Archdeacon Badnall
S. Stone...	" "	" "
Maria Altensted...	Grey Inst., Port Elizabeth	The Managers
J. Wishart ...	" "	" "
J. Kay ...	" "	" "
K. Kirsten ...	Girls' Pub. Sch., Swellendam	Mr. H. H. van Breda
Sarah Cochrane...	Eng. Ch. Miss. Sch., Mossel B.	Rev. W. F. Taylor
A. Bowman ...	" "	" "
M. Dupreez ...	" "	" "
A. Visser ...	Pub. Sch., Brandvley, Calvinia	Mr. J. H. Visser
A. E. Gatt ...	Barrack St. Miss. School, Cape Town	Rev. W. B. Philip, B.A.
A. Brehm ...	Riebeck College, Uitenhage	Rev. J. H. Hofmeyr
— Webb ...	School of Art, Cape Town	—
— Bebbins ...	" "	—

TABLE IX. (ii).—PUPIL TEACHERS admitted under Education No. 13, of 1865.

Name of Pupil Teacher.	School to which attached.	Name of Manager or Correspondent.
J. Titus ...	Rhen. Miss. Sch., Worcester	Rev. L. F. Esselen
S. Robinson ...	" "	" "
M. Timm ...	" "	" "
H. Afrika ...	" "	" "
A. Fransman ...	" "	" "
R. Fransman ...	" "	" "
C. Dames ...	" "	" "
H. Asia...	" "	" "
T. Gabriel ...	" "	" "
A. Marais ...	" "	" "
J. R. Guild ...	St. Andrew's Miss. School, Cape Town	Rev. J. M. Russell, M.A.
J. L. Cook ...	" "	" "
C. Schrade ...	St. George's Orphanage Sch., Cape Town	Miss Arthur
E. Hermann ...	" "	" "
D. Sampson ...	Wes. Miss. Sch., Somerset W.	Rev. R. Ridgill
D. Gorridon ...	" "	" "
H. Gorridon ...	" "	" "

- Albany (Contd.)*—The Nuns, Roman Catholic School (S. Joseph's), Graham's Town.
 R. L. Magazeni, Wesleyan Fingo Location, "
 Fanny Ndlazi, "
 Mrs. Gravett, Wesleyan Mission, Salem. "
 A. Ngesi, " Farmerfield.
 Mrs. Ngesi, "
 Miss Linney, Congregational Mission School, Graham's Town.
 Miss Murray, "
 Stephen Nikelo, Wesleyan Mission, Alicedale. "
 Wm. Ketabable, " Coyi.
 Mrs. Maskell, English Church Mission, Alicedale.
 S. B. Shaw, Boarding Department, Salem.
 Rev. R. J. Mullins, Kafir Institution, English Church, Graham's Town.
 Peter Kawa, Kafir Institution, English Church, Graham's Town.
 Hezekiah Mtobi, "
Albert—H. B. Sidwell, B.A., Udenominational Public School, Burghersdorp.
 G. B. Whyatt, "
 Miss M. Forster, "
 P. Snyman, "
 *Miss Hayter, " Molteno.
 J. B. Malherbe, " Venterstad.
 *Miss Dykman, "
 Petrus Kawa, Wesleyan Mission, Burghersdorp (Girls).
Alexandria—W. R. Bruce, Udenominational Public School, Alexandria.
 Miss E. Murray, " (Girls) "
 Miss S. M. le Roux, "
Aliwal North—R. MacGregor, Udenominational Public School, Aliwal North.
 Miss Rittmann, "
 Miss Orsmond, "
 E. J. J. van der Horst, " Eland's Hoek.
 John Bradley, " James Town.
 W. H. Zurich, " Partriotsklip.
 John Msikinya, Primitive Methodist Mission School, Aliwal North.
 S. Malherbe, Udenominational Public School, Lady Grey.
 Miss Bosman, "
 P. F. Franken, " Oorlogsfontein.
Barkly East—H. L. Dampier, Udenominational Public School, Barkly East.
 C. J. N. Visser, "
 Mrs. Dampier, "
 Mrs. Noome, "
Barkly West—D. J. Viljoen, " Cathcart West.
 E. Westphal, Berlin Mission, Pniel.
 Thos. Katz, "
 John Henry, English Church Mission, Boetsap.
Bathurst—James Webb, Udenominational Public School, Bathurst.
 J. Quail, " Clumber.
 W. H. Campbell, " Kleinmond.
 W. Maskrey, " Cuylerville.
 Rev. D. Dodd, " Port Alfred East.
 A. Pearson, " Port Alfred West.
 A. Tofts, " Kareiga Mouth.
 Rev. A. Lomax, " Southwell.
 Miss Lomax, "
 J. Pemberton, " Shaw Park.
 Miss Langford, " Rokeby Park.

- Bathurst (Contd.)*—*Charles T. Martin, English Church, Southwell.
 *Renton Gasa, Wesleyan Mission, Port Alfred.
 Maud Gasa, "
Beaufort West—Miss E. de Villiers, Dutch Church, Beaufort West.
 Miss Gantz, "
 *Miss Gething, English Church, Beaufort West. "
Bedford—D. D. Fraser, Udenominational Public School, Bedford.
 Angus MacCuaig, "
 Mrs. Watson, " (Girls) "
 Miss Truter, " Lichtenstein.
 Cengani N'Kosana, United Presbyterian Mission, Glenthorn.
 Rev. T. J. van Rooyen, Independent Mission School, Bedford.
Bredasdorp—E. Sullivan, Udenominational Public School, Bredasdorp.
 J. F. Fischer, " Vogelvlei.
 Miss S. Fourie, " Zout River.
 Miss de Bruyn, " Klein Zout River.
 Miss Solms, " Alexander's Kloof.
 W. P. Brown, English Church, Bredasdorp.
 Mrs. Hoffman, "
 Miss Herbert, " Napier.
 Miss M. Herbert, "
 Lucy Pieters, "
 Thos. Leff, " Struys Bay.
 John Baatjes, " Wagenhuis Krans.
 Petrus Beukman, Moravian Mission, Elim.
 Joseph Hans, "
 W. Uys, "
 F. Cloete, "
 M. Beukman, "
Caledon—J. C. Gericke, Udenominational Public School, Caledon.
 Miss C. Buchanan, " (Girls), "
 *Miss A. Theron, " "
 Miss F. Scheublé, " (Prep. Dept.), "
 J. le Roux, " Dasjesfontein.
 J. N. Coetzer, " Roodehoogte.
 J. A. Goets, " Klein River (Standford).
 Miss Goets, "
 C. Teves, " Hartebeest River.
 P. W. J. van Zyl, " Hermanus Pietersfontein.
 M. du Toit, " Greyton.
 Miss le Roux, " Bot Rivier.
 Miss de Kock, " Schild's Kloof.
 Miss Divine, English Church School, Caledon.
 Miss McLeroth, "
 Miss Walsh, "
 Alfred F. Harrington, " Hermanus Pietersfontein.
 Henrietta Paterson, "
 Maria V. Scheublé, Dutch Church, Caledon. "
 C. Swart, "
 Joshua Jonker, Moravian Mission, Genadendal.
 Anna Mauritz, "
 Martha Groenewald, "
 Marie Pfeiffer, "
 J. F. le Roux, Dutch Church, Palmiet River.
 Miss Pretorius, " Villiersdorp.

Caledon (Contd.)—Mrs. E. Moore, English Church, Stanford.

Miss J. Moore, " "
 A. Osterloh, English Church, Greyton. "
 Mrs. Osterloh, " "
 R. F. Heurtley, " Hawton.
 Julia Rensford, " Houwhoek.
 Eliz. H. Metcalf, " Glebe.
 Peter S. Pfeiffer, Moravian Mission, Twistwyk.
 Martha Pfeiffer, " "
 Nathan Jager, " Berea.
 *S. J. Cilliers, Boarding School, Villiersdorp.
 J. C. Gericke, Boarding Department, Caledon.

Galvinia.—Mrs. v. d. Merwe, Undenominational Public School, De Drift.
 Miss de Villiers, " Groot Vlakte.
 E. B. Auret, " Matjeskloof.
 Miss Obermeyer, " Brandvley.
 Miss Lewner, Boarding Department, "
 Mrs. v. d. Merwe, " De Drift.
 Miss Johnson, D. C. Miss. Sch., Galvinia.

Cape Division.—Dr. Shaw, Undenominational Public School, Cape Town.
 J. G. Tooke, B.A., " "
 W. T. Birch, M.A., " "
 T. H. Craig, " Durbanville.
 Neil Mackay, " Woodstock.
 Miss Greenshields, " "
 H. J. Nixon, " Wynberg.
 Jacob Strasheim, " "
 M. v. d. Spuy, " Philadelphia.
 G. T. Hosking, B.A., " (Boys), Green Point.
 Mrs. van Elsen, " (Girls), "
 *Miss Williams, " "
 C. van der Schoor, " Brak Kuil.
 M. Ernst, " Wynberg Flats.
 George Irving, Scotch Church, St. Andrew's, Cape Town.
 *Miss Scott, " "
 Miss Guild, " "
 *Miss B. de Villiers, Dutch Church, S. Stephen's, "
 Miss E. van Schoor, " "
 Miss S. Boonzaier, " "
 Mrs. de Roubaix, South African Mission, "
 Miss A. Heckroodt, " "
 Miss Thuynsma, " "
 Miss E. J. Stewart, School of Industry, New St., "
 *Miss Bobbins, " "
 Miss Ponton, S. Michael's English Church, Keerom St., "
 Miss Mahoney, " "
 Miss Lyle, " "
 *Miss Williams, S. George's Orphanage, "
 Ann Daoma, " "
 J. B. Gatt, Congregational Mission, Barrack St., "
 Miss M. Keet, " "
 Miss J. H. Kolbe, " "
 *Miss M. Kirsten, Dutch Church, Bree St., "
 Miss Groenewald, " "
 Miss Wasserfall, " "
 W. Thomas, Wesleyan Mission, Sydney St., "
 Miss E. Thomas, " "

Cape Division (Contd.)—Miss Browning, English Church, S. John's, Cape Town

Miss A. Browning, " " "
 Mrs E. Unsworth, " " "
 Charles Kinsley, English Church, Trinity, "
 J. Doll, S. Martin's Mission, "
 Miss Fisher, " "
 Miss Williams, English Church, Trinity, Cape Town. "
 *Miss J. Forbes, " " "
 Miss J. Dodwell, " " "
 Miss Hanafey, " " "
 *Miss Clayton, English Church, S. Mark's, "
 *Miss Dryden, " " "
 *Miss A. Clayton, " " "
 Miss M. Rogers, " " "
 Miss Olthoff, Dutch Church, Hanover St., "
 Miss Berrangé, " " "
 Miss M. Berrangé, " " "
 The Marist Brothers, Roman Catholic, S. Aloysius' (Boys), Cape Town.
 The Sisters of S. Dominic, " S. Bridget's (Girls), Cape Town.
 H. F. Dawson, English Church, S. Paul's, Cape Town.
 H. Page, " " "
 Nancy Exter, " " "
 *Miss Kennedy, Roman Catholic, Sir Lowry St., "
 *Miss M. Whyte, " " "
 Sisters of S. Dominic, " Somerset Road, "
 Mrs. Tutton, Harbour Works, "
 Mrs. Soper, " "
 Rev. T. F. Dreyer, Dutch Church, Roggebay, "
 G. Poolman, " " "
 S. Dreyer, " " "
 Miss Young, English Church, Papendorp.
 Miss Byrnes, " "
 Jacobus de Beer, Dutch Church, "
 Mrs. de Beer, " "
 Miss de Beer, " "
 *Miss Kilkelly, Roman Catholic, Salt River.
 Miss A. Kilkelly, " "
 Miss Bishop, " "
 *Mrs. Hamilton, English Church, Maitland Road.
 *Miss S. Chaney, " "
 D. Gordon, S. Peter's, Mowbray.
 Miss S. Walker, " "
 Maria A. Brown, " "
 Miss A. Thomas, Wesleyan Mission, Mowbray.
 Miss C. Felton, " "
 Miss Robinson, S. Paul's, Rondebosch. "
 Miss H. Somers, " "
 Rev. J. C. Samuels, English Church, Camp Ground.
 Ellen Hare, " " "
 Johanna Adams, " Black River.
 Miss C. M. Barry, Roman Catholic, Rouwkoop.
 Miss Valentine, " " "
 *Eliza J. Knott, English Church, Newlands.
 *Sarah Stevenson, " " "
 Hubert Wood, " Protea.

- Cape Division (Contd.)*—Annie Bent, English Church, Protea
 *W. J. Hurst, " Claremont.
 Miss Wallis, " "
 Miss A. M. Bradshaw, " "
 Mrs. Doveton, English Church, Plumstead.
 H. M. A. Doveton, " "
 E. J. Freeman, " "
 *Miss J. Wilson, School of Industry, Wynberg.
 *Miss Theal, " "
 Miss Van den Bos, Dutch Church, " "
 C. Kronenberg, " "
 P. Eksteen, " "
 Sisters of S. Dominic, Roman Catholic, " "
 Miss Hart, " "
 *John Mansfield, English Church, Constantia.
 Miss Fitzjohn, " "
 *John D. Schaefer, Dutch Church, Hout's Bay.
 R. McLeod, Wesleyan Mission, Diep River.
 Ann McLeod, " "
 J. F. Dreyer, Dutch Church, Cape Downs.
 B. Gildenhuys, Wesleyan Mission, Klipfontein.
 Mrs. Gildenhuys, " "
 Mrs. Lawrence, English Church, Durbanville.
 Agatha van Sittart, " "
 Simeon Mentor, " Bellville.
 Miss Rath, Rhenish Mission, Sarepta.
 Maria Thomas, " "
 *Mrs. Hadley, Mission School, Sea Point.
 Miss Harris, " "
 B. Tubb, " Robben Island.
 Eliza Reid, " "
 Miss Lyne, Deaf and Dumb Institute, S. Mary's, Cape Town.
 Rev. T. H. Peters, M.A., Native Institution, Zonnebloem.
 J. Stevenson, " "
Carnarvon.—J. Rodger, B.A., Undenominational Public School, Carnarvon.
 Johanna Krynauw, " "
 G. Schmolke, Rhenish Mission, Carnarvon. "
 Maria Sawal, " "
Cathcart—T. Pierce, Undenominational Public School, Cathcart.
 Miss H. Lowe, " "
 N. J. Nixon, " Coverside.
 G. H. Boucher, " Rietvley.
 J. Lamont, " Spanover.
 Miss Panchaud, " Tarsus.
 Wm. Mazwi, Moravian Mission, Goshen.
 Enoch Mgunikazi, " "
 Mrs. Stephan, " "
 *Adelaide Mantsayi, United Presbyterian Mission, Henderson.
Clanwilliam.—Rev. R. Sheard, M.A., Undenominational Public School, Clanwilliam.
 A. H. D. Cass, Undenominational Public School, Clanwilliam.
 P. Raphael, " Vredendal.
 C. G. Vicary, " Troe Troe.
 Miss C. de Villiers, " Heerenlogement.
 Miss Leipoldt, Rhenish Mission, Wupperthal.
 Johanna Jack, " "
 Sarah Salomo, " "

- Clanwilliam (Contd.)*—Amelia Zimri, Rhenish Mission, Wupperthal.
 Rev. N. H. Smit, Augsburg Mission, Clanwilliam.
 A. G. le Roux, Dutch Church, Eland's Kloof.
 *J. J. Simons, English Church, Clanwilliam.
 Klaas Azia, Rhenish Mission, Honingvalley.
 W. Beinecke, " Ebenezer.
 P. J. A. de Villiers, Boarding Department, Heerenlogement.
Colesberg.—Miss Lowe, Undenominational Public School, Colesberg.
 Miss Clementz, " "
 S. de Kock, " Philip's Town.
 J. W. Lwana, Wesleyan Mission, Colesberg.
 Caroline Spies, English Church, " "
Craddock.—J. R. Cuthbert, Undenominational Public School, Craddock.
 C. E. de Beer, " "
 G. W. Wilson, " "
 Miss Mills, " (Girls), "
 Miss Roberts, " "
 *Miss Steyn, " "
 Miss E. Roberts, " "
 Miss Waitt, " (Prep. Dept.), "
 *Henry H. Wilson, " Criefontein.
 James Madaki, Wesleyan Mission, Craddock.
 Lizzie Mrwetyana, " "
 Sana Kamis, " "
 Miss Armstrong, Boarding Department (Girls), Craddock.
East London.—Rev. H. Muller, Undenominational Public School, Panmure.
 R. Rein, " "
 E. J. Starkey, B.A., " "
 Miss Spring, " "
 Miss McKay, " "
 J. Davidson, " East London.
 Miss Venn, " "
 J. von Kürsinger, " Potsdam.
 Miss Krohn, " Cambridge.
 *Jas. Pamla, Wesleyan Mission, East London.
 Sisters of S. Dominic, Roman Catholic, Panmure.
 Miss M. G. Bond, English Church, S. Luke's, Newlands.
 A. Wm. Mboni, " "
 Rosamond Nkovu, " "
 *Eliel Saba, Native School, Kwelegha.
 Rev. H. Muller, Boarding Department (Boys), Panmure.
Fort Beaufort.—Rev. E. J. Batty, B.A., Undenominational Public School, Fort Beaufort.
 Mrs. Rorke, Undenominational Public School, Fort Beaufort.
 A. D. Stuart, " Adelaide.
 *Miss Davidson, " "
 Rev. G. S. C. Heathcote, " Winterberg.
 *Miss Gilbert, " Blinkwater.
 Miss von Gass, " Alwyn Krans.
 *Charles Mjodi, English Church, Boundary Hill.
 Mrs. Mnyakama, " "
 Wm. Lwane, Wesleyan Mission, Fort Beaufort.
 Mrs. Mbombela, " "
 Sarah J. Gamanda, " Tini's Location.
 Emily Tshona, Independent Mission, Dorrington's.
 Miss Pringle, United Presbyterian Mission, Adelaide.
 James Lightfoot, Native Institution, Heald Town.

Fort Beaufort (Contd.)—Thos. Webster, Native Institution, Heald Town.

*Rev. Gana Kakaza, " "
 Mrs. Lightfoot, " "
 Aaron Mali, " "
 A. M. B. Holford, " "
 John Ntsiko, Outstation, Uweza.
 Sina Ntlongze, " Nobanda's.

Fraserburg.—J. H. L. Schuman, Undenominational Public School, Sutherland.
 Ellen Smith, English Church, Fraserburg.

Mrs. Berning, Boarding Department, Sutherland.

George.—P. J. le Roux, Undenominational Public School, George.

Miss C. van Niekerk, " (Girls), "
 *Miss Shawe, " "
 Miss J. van Niekerk, " "
 Miss N. van Niekerk, " "
 *A. J. Brink, " Gwayang.
 Rev. E. Newton, " Blanco.
 *Miss Searle, " Great Brak River.
 J. Hamer, " Voorbrug.
 H. Denyssen, " Ronde Vallei.

*Geo. R. French, English Church, George.

Jane Hill, " "
 Miss Swemmer, Dutch Church, "
 Miss Truter, " (Coloured), George.

Miss Kretzen " " "

Adolf Pfeiffer, " Ezelsjagt.

Hermann Haas, " Uitkyk.

Fred Baalie, " Watsonsdorp.

Rev. G. Anderson, Independent Mission, Pacaltsdorp.

Mrs. Anderson, " "

Mietje Isaak, " "

Rev. J. Dwyer, Roman Catholic, George.

P. J. le Roux, Boarding Department (Boys), George.

Mrs. van Niekerk, " (Girls), "

Glen Grey.—John Mpaki, Wesleyan Mission, Agnes.

Mary Ann Mbelwa, " "

Mrs. H. Robinson, " "

*Clinton Kula, " Zwartwater.

G. Mvimbi, " Bowden.

Annie Hoho, " "

Mary Jane Mahonga, " Macibini.

Neleina Bambani, " "

*Mary Ann Ntanta, Wesleyan Mission, Msintila.

Philip Mkifa, Wesleyan Mission, Msintila.

Sina Fumba, " "

Thos. Mbeia, " Xouxe.

Wm. Ntongane, " Bengu.

Phoebe Johnson, " "

Henry Xuku, " Vaal Bank.

Elijah Zazeni, " Cacadu.

John Mbeia, " Gqebenya.

Albert Kusse, English Church, Indwe.

Mary A. Nqoyi, " "

Rev. W. Philip, " Guba.

Jude Madolwana, Native School, Komana's.

David Malasi, " Mount Arthur.

Piet Kaffa, " "

Glen Grey (Contd.)—Lydia Vanga, Native School, Mount Arthur

Rev. C. F. Patten, Native Institution, Bolotwa.

Robert Titus, " "

Graaff-Reinet.—Miss Murray, Undenominational Public School (Girls), Graaff-Reinet.

Miss Post, Undenominational Public School (Girls), Graaff-Reinet.

Miss Davidson, " "

Miss Hugo, " "

C. J. Immelman, " New Bethesda.

D. v. d. Ryst, " Adendorp.

*W. Philip Momoti, English Church, Graaff-Reinet.

*Isaac Jurgens, Dutch Church, " "

Ann Maarten, " "

C. P. Brink, " Stockenstrom Street, "

J. Auret, " "

Katie Meintjes, " "

*Louis Joel, Independent Mission, " "

Christina Dippenaar, " "

Rosa Fransch, " "

*Jacob January, " (Basutos) "

Miss Burden, Roman Catholic, " "

*Miss L. Burden, " "

Miss Reed, Boarding Department (Girls), " "

Griqualand East.—W. Coster, Boarding Department, Hopewell.

Hanover.—A. C. Nelson, Undenominational Public School, Hanover.

Mrs. Kriel, " Vetberg.

Herbert.—George Kane, " "

Herschel.—Johannes Kumalo, Wesleyan Mission, Wittebergen.

Henry Ngcayiya, " Tapoleng.

Fagan Ntsangani, " Ntunja.

Joel Gundwana, " Manxebu's Kraal.

Robert Rexe, " Bamboos Spruit.

Ebenezer Sepamla, " Ndofela.

Stefane Moattoli, " Sethaleng.

Josias Khiba, French Mission, Hohobeng.

Solomon Gawe, English Church, Qibira.

Kumkani Kayo, " Qoboshani.

Stephen Louw, " Walaza's.

*Geo. Baker, sen., Native Institution, Bensonvale.

*Henry Mayafi, " "

Mrs. Start, " "

Rev. M. A. Maggs, Native School, Dulcie's Nek.

Hope Town.—F. P. Crots, Undenominational Public School, Hope Town.

*Miss du Toit, " "

Humansdorp.—C. F. Page, " Meist Kraal.

Mrs. Stone, " Palmiet Vlei.

Miss Dassonville, " Sea Cow River.

H. van der Horst, " Klipdrift.

F. W. Bampton, " Andries Kraal.

Geo. Varnfield, " Essenbosch.

Miss Potgieter, " Kromme River Mouth.

Rudolf Balie, Moravian Mission, Clarkson.

Edward Louis, " "

Mita Nguni, " "

Johannes Zwelibanzi, " Zitzikama River.

Susannah Budaza, " Snyklip.

Miss L. Kayser, Independent Mission, Hankey.

Humansdorp (Contd.).—Miss Kayser, Independent Mission, Hankey.
 Paul Keteldas, " Kruisfontein.
 Miss Laidley, Dutch Church Mission School, Zitzikama Bush.
Jansenville.—P. R. McLachlan, Udenominational Public School, Jansenville.
 Samuel Ndubela, Wesleyan Mission School,
Kimberley.—Thos. McLaren, Udenominational Public School, Newton.
 *Miss Dennison, " "
 Miss Luckhoff, Public School, Beaconsfield. "
 Miss Harris, " " Warrenton.
 J. H. Gauche, " "
 Miss Gauche, " "
 Rev. G. Mitchell, English Church, S. Matthew's, Kimberley.
 Charles Williamson, " S. Cyprian's, "
 *Henry Mayafi, Wesleyan Mission, Newton.
 Rev. H. Crossthwaite, All Saints', Beaconsfield.
 Miss Walsh, " "
 Miss Kennell, " "
 Sina Malike, Congregational Mission, Gway's Village.
 Meshech Pelem, " Barkly Street.
King William's Town.—R. H. Fuller, M.A., Udenominational Public School
 (Boys), King William's Town.
 H. S. Wood, Udenominational Pub. Sch. (Boys), King Wm.'s Town.
 T. G. Letters, " "
 O. Krome " "
 S. T. Wakefield, B. A., " "
 J. Cumming, " "
 Miss Maggs, " "
 Miss Martindale, " (Girls), "
 Mrs. Adamson, " "
 Miss Kemp, " "
 Miss Pick, " "
 Miss Ambler, " "
 Miss Clayton, " "
 Rev. C. Böhmke, " Frankfort
 Miss Böhmke, " "
 Rev. R. Martin, " Kei Road
 J. E. Mooney, B.A., " Berlin.
 *Miss Cumming, " Middledrift.
 W. B. Wheatly, " Keiskama Hoek.
 Mrs. Cluver, Lutheran Mission, King Wm.'s Town.
 Miss Cluver, " "
 Annie Pamla, Wesleyan Mission, " "
 John Zini, " Ngqokwebi.
 Selina Mkalale, " "
 William Mtoba, " Izelini.
 Emily Msikinya, Wesleyan Mission, Izeleni.
 *Henry C. Kildasi, " Annshaw.
 Hester Sandilli, " "
 Miss Cumming, " "
 *Benjamin Sakuba, " Peuleni.
 Janet Hashe, " "
 *Henry Bambisa, " Idebe.
 Emma Gxabana, " "
 Kate John, " "
 Daniel Mbaza, " Matubele's.
 Eliza Mavuso, " "
 Annie Hoko, " Fmdizeni

King William's Town (Contd.).—Wm. Somngesi, Wesleyan Mission, Emxumbu.
 Martha Somngesi " "
 Louisa Ngcaia, " Ncera "
 Elsie Yake, " Inquanya.
 Enoch Mpahla, " Rabula.
 Niven Gasa, " Ezincuka.
 Wm. Mama, " Emnqaba.
 Hannah Maria, " "
 Wm. Zena, " Nhlinkomo.
 Ellen Duma, " Amatole Basin.
 Joseph Fondini, " Tyamko's.
 *James Matshoba, " Mount Coke.
 Sukuza Bongco, " "
 *Pearse Magaba, " Tamacha.
 Hannah Titus, " "
 *Thos. Tunyiswa, " Buffalo Ford.
 Jonathan Tunyiswa, " Equqala.
 Maria Matshaya, " "
 Mary Ann Radas, " Tyeni.
 Joseph Cungwa, " "
 Maria Ntsiko, " Erode.
 Sinnah Coto, " Izimbaba.
 *John B. Yekele, Independent Mission, Brownlee's.
 Clara Koen, " "
 Agnes Yekele, " "
 Isabella Pepe, " Ezinyoka.
 Dorina Lewis, " "
 Fred Neoyio, " Tafeni.
 Nodye Nana, " "
 Hannah Yengo, " Balassi.
 Lydia Gezani, " Intsikizeni.
 *Peter Tyamzashe, " Mgesha.
 Mary A. Mahaiya, " "
 Isabella Gongwana, " Harperton.
 *Ellie Meyilie, " Olivedale.
 Grace Nkai, " "
 Robert Gaba, " Ngudhli's Kraal.
 Jane Gaba, " "
 Eliza Dikweni, " Tshatshu's.
 David Dwashu, Independent Mission, Donnington.
 Sophia Williams, " "
 William Ntsikana, Free Church, Pirie.
 Helen Blair, " "
 Annie Kobe, " "
 Anati Ntusi, " "
 Helen Ross, " Jafta's Location,
 Jacob Vena, " Knox.
 Sarah J. Ndungane, " Rankine.
 Eliza Mndavo, " Tyusha.
 Antyi Gananda, " Burnshill.
 Jane Sangela, " "
 *Sophia Kiviet, " Gxulu.
 *Nomkotane Qonqo, " Falconer.
 Thos. Bottoman, " Debe.
 Elizabeth Msikinya, " Emnyameni
 Jeremiah Masingata, " Njikelana's.
 Robert Fini, " Gqumahashi.

- King William's Town (Contd.)*—Sarah Puhru, Free Church, Gqumahashi.
 *N. J. Bovula, Gillton.
 Maria Tonyela, " "
 Isaac Zazini, " Kwezana.
 Joseph Loza, " Amatole.
 *Paulus Ngxamngxa, Berlin Mission, Petersberg.
 *Charlotte Ryan, English Church, Cathcart St., King Wm.'s Town.
 The Nuns, S. Joseph's, Roman Catholic, King Wm.'s Town.
 Rev. Alfred W. Brereton, Eng. Church, St. Matthew's, Keiskama Hoek.
 *John W. Gawler, Eng. Church, St. Matthew's, Keiskama Hoek.
 *Miss S. Liefeldt, " " "
 Maria Liefeldt, " " "
 Thos. Mjodi, Outstation, Gxulu.
 Lumani Gamanda, Outstation, Rabula.
 Maria Petsheva, " Gwiligwili.
 Rosina Lucas, " Ngxalawe.
 Annie Bitshana, " Gobošana.
 Miss Sturrock, Native Training Institution (Girls), Peelton.
 Miss L. Sturrock, " " "
 M. A. Davis, " " "
 *Walter Rubusana, " (Boys), "
 Yaso Mackenzie, " " "
 *Attwell Hobohobo, " " "
 Rebecca Tonga, " " "
 R. H. Fuller, M.A., Boarding Department (Boys), King William's Town.
 Miss Martindale, " (Girls), "
Komgha.—Rev. R. McCormick, Undenominational Public School, Komgha.
 F. Pear, " " "
 Mrs. Schmidt, " (Girls), "
Knysna.—T. Leith, Undenominational Public School, Knysna.
 Miss Hare, " (Girls), Knysna.
 G. E. Stanley, " Wittedrift.
 Miss Meyer, " Doucamma.
 *Miss Scott, " Westford.
 S. Wilkinson, " Blaauwkrantz.
 W. Breach, English Church, Knysna.
 Mrs. Cowley, " Redford.
 Miss Gibbs, " Plettenberg's Bay.
 Mary Cuthbert, Dutch Church, Kruis Valley.
Ladysmith.—J. R. Frylinck, Undenominational Public School, Ladysmith.
 Miss Hesse, " " "
 J. D. Herholdt, " Buffelsfontein.
 M. P. Bloemkolk, " Hoeco.
 Rev J. C. Prozesky, Berlin Mission,, Ladysmith.
 Mrs. Prozesky, " " "
 Anna Roloff, " " "
 Janetta Brauff, " " "
 *Miss Schmidt, " " "
 Martha Schmidt, " Amalienstein.
 Hendrik Timi, " " "
 Anna Hufke, " " "
 Rev. C. Gerneke, " Zoar.
Malmesbury.—A. P. Immelman, Undenominational Pub. Sch., Malmesbury.
 Mrs. Kidd, " " "

- Malmesbury (Contd.)*—Miss Smith, Undenominational Public School (Prep. Dept.), Malmesbury.
 Mrs. Ehlers, Undenominational Pub. Sch. (Prep. Dept.), Malmesbury.
 A. van H. Tulleken, " Vredenburg.
 *T. C. Stoffberg, " Riebeek West.
 *Miss Malan, " " "
 Dr. Changuion, " Langebaan.
 E. Marsh, " Hopefield.
 *Miss Williams, " " "
 A. W. v. d. W. Smit, " Klipheuvel.
 J. J. v. d. W. Smit, " " "
 J. Cats, " Darling.
 D. J. Krige, " Riebeek's Kasteel.
 *Miss Krige, " " "
 P. J. de Vaal, " Hooikraal.
 *Miss E. Conradie, " " "
 J. F. Zeeman, " Paardenberg.
 *D. W. Zeeman, English Church, Malmesbury.
 Mrs. Zeeman, " " "
 Mercy Wyatt, " " "
 *Sebastian M. Sedeman, " Langebaan.
 Andreas Weber, Moravian Mission, Mamre.
 Ezekiel Pfeiffer, " " "
 Caroline Vigeland, " " "
 *Miss A. Delport, Dutch Church, Malmesbury.
 Miss H. C. Delport, " " "
 *Peter Cloete, " Groen River.
 Isaac H. Sampson, English Church, Abbotsdale.
 Maria E. van Harte, " " "
 Miss Clementson, " Hoetjes Bay.
 William Webbe, " Berg River Mouth.
 G. A. Lloyd, " Boerplein.
 *Esau A. de Leeuw, " Small Paternoster.
 Ruth Gadd, " Stump Nose Bay.
 Matthew de Lilie, Moravian Mission, Katzenberg.
 Carl Jonas, " " "
 Mrs. Jonas, " " "
 J. F. Zeeman, Boarding Department, Paardenberg.
 D. J. Krige, " Riebeek's Kasteel.
 P. J. de Vaal, " Hooikraal.
 T. C. Stoffberg, " Riebeek West.
 J. Smit, " Klipheuvel.
 E. Marsh, " Hopefield.
 Dr. Changuion, " Langebaan.
 Jacob Cats, " Darling.
Middelburg.—J. L. Pretorius, Undenominational Public School, Middelburg.
 *Miss S. Frick, " " "
 Miss Wilcocks, " " "
 A. P. K. de Wet, " Moordenaar's Poort.
 Magdalena Hurter, Dutch Church, Middelburg.
 Margaret Hurter, " " "
 George Nqana, Wesleyan Mission, " "
 Lizzie Nqana, " " "
Mossel Bay.—R. J. Riches, Undenominational Public School, Mossel Bay.
 A. E. Keet, " " "
 C. J. Reeders, " Herbertsdale.

Queen's Town.—F. Beswick, Undenominational Public School, Queen's Town.

A. Powell, B.A.,	"	"
T. Broster,	"	"
Miss K. Armstrong,	"	"
Miss A. Halliday,	"	"
W. A. Bullen,	"	Sterkstroom.
J. W. Wostenholm,	"	Whittlesea.
*H. Mtombeni,	"	Mousa.
A. J. Siyobi,	"	Cimezile.
William Katha, Moravian Mission,		Shiloh.
James Maqungo,	"	"
Juliane Beukes,	"	"
Frances E. Parker, Free Mission,		Queen's Town.
Miss Ulyate,	"	"
Miss Baker,	"	"
Edward Ndlangisa, Moravian Mission,		Engotini.
Elizabeth Makunga,	"	"
Paulus Ngolozana,	"	New Hope.
Richard Nukuna, Kafir Mission,		Queen's Town.
Mrs. Nukuna,	"	"
Thomas Matumbu, Independent Mission,		Hackney.
Sarah J. Matumbu,	"	"
Joseph Mbombela,	"	Eardley.
Samuel Gasa, Wesleyan Mission,		Tylden.
Miss Simpson, Girls Training Institution,		Lesseyton.
J. Z. Tantsi, Native School,		Lesseyton
Rosina Zinganto,	"	"
Sanna Mvana,	"	Kamastone.
Kate Plaatjes,	"	Hukwa.
*Isaac Arends,	"	Bull Hoek.
*Jonas Goduka,	"	Wesleyan Mission, Queen's Town.
Jemima Radasi,	"	"
Herbert Mzileni,	"	Cewula.

Richmond.—F. McIntyre, Undenominational Public School (Boys), Richmond.

C. G. Murray,	"	"
Miss Conradi,	"	(Girls), "
A. H. Naudé, Public School,		Britstown.
B. T. G. Richards,	"	Taaibosch Fontein.
John Stadtender, Dutch Church,		Richmond.
F. McIntyre, Boarding Department,		"

Riversdale.—G. Leith, Undenominational Public School (Boys), Riversdale.

Miss L. Reitz,	"	(Girls), "
Miss H. Reitz,	"	"
Miss J. Helm,	"	"
Ben. Richardson,	"	"
Rev. G. W. Anderson, English Church,		Riversdale.
Mrs. Beerling,	"	"
Grace Beerling,	"	"
*Peter Kannemeyer,	"	Melkhoutfontein.
Mrs. Kannemeyer,	"	"
Frieda Heese, Berlin Mission,		Riversdale.
Christine Macepane,	"	"
Louisa Karsten,	"	"

Robertson.—H. Hill, B.A., Undenominational Public School, Robertson.

M. Nicol,	"	"
Miss Ebeling,	"	"
W. Fouché	"	"

Robertson (Contd.)—J. G. Euvrard, Undenominational Pub. Sch., Montagu.

*Miss Pienaar,	"	"
Miss Smit,	"	"
S. Weich,	"	Lady Grey.
Miss de Wit,	"	"
*J. de Wit,	"	Klaas Vogt's River.
*Miss Cilliers,	"	Concordia.
J. Buchler,	"	Wagenboomsberg.
B. J. Keet,	"	Kiesie's.
W. Terlet,	"	Boschjesveld.
F. J. Warmenhove,	"	Rietvallei.
H. W. Geyer, Dutch Church,		Montagu.
Miss Geyer,	"	"
Mrs. Geyer,	"	"
Mrs. Siljeur, Wesleyan Mission,		Robertson.
Jane Butler,	"	"
B. P. Barendse,	"	Lady Grey.
Catherine Polack,	"	"
Mrs. McGregor, Boarding Department,		Robertson.
J. G. Euvrard,	"	Montagu.

Simon's Town.—W. van Alphen, Undenominational Public School, Kalk Bay.

Miss Auret,	"	"
Miss Osmond, English Church,		"
Miss Wright,	"	"
Mrs. Rosslind,	"	"
Rev. J. Duignam, Roman Catholic,		"
Wm. Hennessey,	"	"
J. H. Tulleken, Dutch Church,		Noord Hoek.
Miss Auret,	"	Wildschutsbrand.
Miss Jones, Wesleyan Mission,		Elsjes River.
Miss Gray, English Church, School of Industry,		Simon's Town.
Louisa Napier,	"	"
Annie Hartle,	"	"
*P. de Wit, English Church,		"
Katharine Bynon,	"	"
*Henry Hawkins, Wesleyan Mission,		Simon's Town.
*Miss Rawbone,	"	"
M. Wood,	"	"
Miss Rittmann, Dutch Church,		"

Somerset East.—R. MacWilliam, M.A., Undenominational Public School (Gill College), Somerset East.

D. Craib, M.A.,	"	"
S. J. Roome,	"	"
Miss Mackenzie, District Boarding School,		Somerset East.
*Miss Eksteen,	"	"
J. F. Roome,	"	Commadagga.
Sarah Roome,	"	"
Solomon Mwahla, Wesleyan Mission,		Somerset East.
Emily Ngcayiya,	"	"
*Thos. Groepe, Independent Mission,		"

Stellenbosch.—W. Milne, Undenominational Pub. School (Boys), Stellenbosch.

H. Tindall,	"	"
A. Walker,	"	"
H. Elffers,	"	"
J. Krige,	"	"
Miss Louw,	"	"
Miss Ingraham,	"	(Girls), "

Stellenbosch (Contd.)—Miss Hockly, Undenom. Pub. Sch. (Girl's), Stellenbosch.
 Miss Naudé, " " "
 Miss Moulton, " " "
 Miss Swemmer, " " "
 Miss Fischer, " " "
 Miss Farnham, " " "
 Miss H. Naudé, " " "
 C. F. W. Rosenow, " " Somerset West.
 R. Morkel, " " "
 C. M. Villet, " " Kuil's River.
 Mrs. Villet, " " "
 W. D. Joubert, " " Vlaggeberg.
 *Miss Roux, " " Moddergat.
 Rev. J. Hahn, Rhenish Mission, Stellenbosch.
 Elizabeth Lawrence, " " "
 Florentina Pool, " " "
 C. W. Hendrikse, Wesleyan Mission, Stellenbosch.
 Mrs. Hendrikse, " " "
 P. Willemse, " " "
 J. H. de Smidt, " " Somerset West.
 *Sarah Rhoda, " " "
 Rosina Visser, " " "
 Martha Bergsteed, " " Strand.
 Sarah van Boom, " " "
 Dorothea Josephs, " " "
 F. H. Wagner, " " Raithby.
 Hermana J. Wagner, " " "
 Miss Moore, " " Sir Lowry's Pass.
 Mrs. Bleksley, English Church, Klappmuts.
 Margaret A. Legg, " " Stellenbosch.
 Annie Luff, " " "
 Percival de Croes, " " "
 Rev. R. Brock, " " Somerset West.
 Georgiana Humphrys, " " "
 *J. Korsten, " " Welmoed.
 Miss Korsten, " " "
 M. P. J. Moyle, " " Eerste River.
 Mrs. Moyle, " " "
 D. J. de Kock, Boarding Department, (Boys), Stellenbosch.
 Miss Ingraham, " " (Girls), "
Stockenstrom.—W. Matthew, Undenominational Public School, Seymour.
 W. S. Nzeka, " " Wilsonton.
 *A. Groepe, " " Hertzog.
 T. L. B. Edgcome, " " Upper Blinkwater.
 Geo. P. Davies, " " Balfour.
 M. Vokwana, " " Readsdale.
Stutterheim.—R. Dix, " " Stutterheim.
 Miss Boddon, " " Waterford.
 Shadrach Sopela, Wesleyan Mission, Embizana.
 Philip Katha, Berlin Mission, Wartburg.
 Simon Ngxamgxa, " " "
 Stephen Shwen, " " "
 John Lokwe, " " Kobusi.
 Elizabeth Myango, " " "
 Isaac Tshwete, Independent Mission, Isidenge.
 *Wm. D. Soga, Presbyterian Native School, Umgwali.
 Eliza Pepe, " " "

Stutterheim (Cont.)—Miss Birkenhead, Girls' Training Institution, Umgwali.
 Miss Davidson, " " "
 N. Njikelane, " " "
Swellendam.—J. Peddie, Undenominational Public Sch. (Boys), Swellendam.
 H. du Preez, " " "
 Miss Colby, " " (Girls), "
 Miss Houliston, " " "
 Miss Human, " " "
 Miss Schot, " " "
 P. F. de Wet, " " Barrydale.
 Miss Steyn, " " Buffelsjagt's River.
 Mrs. Coetzee, " " "
 D. Z. de Villiers, " " Heidelberg.
 D. Rattray, " " Leeuw River.
 Mrs. le Roux, " " Bruintjes River.
 *C. B. Pattison, jun., English Church, St. Luke's, Swellendam.
 *Ella Bramley, " " "
 C. B. Pattison, " " Zuurbraak.
 Mrs. Pattison, " " "
 Elizabeth J. C. Foster, " " "
 C. Maria Helm, Dutch Church, Swellendam.
 Aletta Muller, " " "
 Mrs. Schuld, " " Klip River.
 Bertha Treu, " " "
 Machiel Roman, " " Zuurbraak.
 Hannie Saaiman, " " "
 Miss S. Helm, " " "
 Carolina Plaatjes, " " "
 Mrs. Holtzhausen, " " Barrydale.
 Maria Bosman, " " Malagas.
 Miss C. Helm, Independent Mission, Heidelberg.
 Miss C. Helm, " " "
 Miss Colby, Boarding Department (Girls), Swellendam.
Tarka.—Miss Mitchell, Undenominational Public School (Girls), Tarkastad.
 Miss A. Mitchell, " " "
 Mrs. Dudley, " " "
 Joseph Yake, Wesleyan Mission, " "
 Miss J. B. Mitchell, Boarding Department (Girls), " "
Tembuland.—Mrs. Human, " " Embokotwa.
 Wm. Warmer, " " Engcobo.
Transkei.—R. P. Underwood, Undenominational Public School, Butterworth.
 Mrs. McGill, " " Nthlambe.
Tulbagh.—T. S. Golightly, " " Tulbagh.
 *Miss de Vaal, " " (Prep. Dept.), "
 Miss Wiese, " " Drostdy.
 Miss Krige, Undenominational Public School, Winterhoek.
 D. G. Roux, " " Prince Alfred's Hamlet.
 Miss Roux, " " "
 William Wooding, English Church, Ceres.
 Miss du Toit, " " "
 Clara Moses, " " "
 Rev. D. Reinecke, Dutch Church, " "
 Katrina Abrahamse, " " "
 *Sophia Baron, Rhenish Mission, Saron.
 Johanna Andries, " " "
 Miss Weber, " " "

Tulbagh (Contd.)—Christina Valentine, Rhenish Mission, Tulbagh.

Anna Sawal, " " " "
Sanna Mozes, " " Steintal.

Uitenhage.—F. H. Brice, B.A., Undenominational Public School, Uitenhage.

A. Driver, " " "
Miss Buckland, " " "
*Miss Fourie, " " Wolvenkop.
Rev. A. G. Rainier, " " Loerier Rivier.

John Dlakiya, Wesleyan Mission, Uitenhage.

Marist Brothers, Roman Catholic Mission, Uitenhage.

Adolf Brauer, Moravian Mission, Enon.

Hermine Brauer, " " "

*Charles Hlati, English Church, S. Anne's, Uitenhage.

Lena Thomas, " " "

J. van Rooyen, Independent Mission, " "

Mrs. van Rooyen, " " "

Miss Brown, District Boarding School (Riebeck College), Uitenhage.

*Miss F. Sweeney, " " "

Miss Eaton, " " "

Uniondale.—G. L. van Heerde, Undenominational Public School (Boys), Uniondale.

Miss Keet, Undenominational Public School (Girls), Uniondale.

Miss Hicken, " " De Vlugt.

J. S. Fourie, " " Krakeel River.

Mrs. Horscroft, Independent Mission, Uniondale.

Christina Shepherd, " " "

Theophilus Groenwald, Berlin Mission, Haarlem.

Mrs. Groenwald, " " "

G. Pfeil, Boarding Department (Boys), Uniondale.

Miss Lawton, " (Girls), " "

Victoria East.—C. H. Edwards, Undenominational Public School, Alice.

A. C. Sanders, " " Keiskama Drift.

Miss Brown, " " Auckland.

Miss H. Brown, " " "

William Piet, Free Church, Ely.

Nomahashe Mapinda, " " "

Dnbulu Sihawa, " " Sheshegu.

Dabise Ntshona, " " "

James J. Bovula, " " Aroxweni.

Nziweni Sodidi, " " "

Duff Matayo, " " Gaga.

Violet Mpinda, " " "

Ebenezer Tsewu, " " Evergreen.

Sinnah Ndwayana, Free Church, Kwezana (Beaufort Road).

A. Smith, M.A., Missionary Institution, Lovedale.

Rev. W. J. B. Moir, M.A., " " "

Hector Calder, " " "

Rev. T. D. Philip, B.A., " " "

Alex. W. Roberts, " " "

C. J. Crawshaw, " " "

Susan D. McGillivray, Elementary School, " "

Henry Magocobo, " " "

Mrs. Muirhead, Girls' Industrial School, " "

Miss Muirhead, " " "

Antje Majiza, " " "

Victoria West.—W. J. M. Marren, Undenominational Pub. Sch., Victoria West.

H. C. Blundell, " " Kleinbeyer's
Fontein.

Mrs. Blundell, " " "

J. L. Scrutton, " " Prieska.

Miss van Heusden, Dutch Church, Victoria West.

Rev. J. A. Lindam, English Church, " "

Willowmore.—S. H. Mitchell, Undenominational Public School (Boys), Willowmore.

Miss Wilson, Undenominational Public School (Girls), Willowmore.

Miss Puth, " " "

Eliz. Pitout, Independent Mission, Willowmore.

J. B. C. Knobel, District Boarding School, Swanepoel's Poort.

Mrs. Mitchell, Boarding Department, Willowmore.

Wodehouse.—O. J. Oliver, Undenominational Public School, Dordrecht.

T. Haines, B.A., " " "

Ponas Toyi, Wesleyan Mission, Tafel Kop.

Hezekiah Mashiyi, " " Macubini.

Worcester.—H. Nixon, B.A., Undenominational Pub. Sch. (Boys), Worcester.

J. D. de Kock, " " "

W. Nixon, " " "

Miss N. A. Smith, " (Girls), "

Miss A. E. Smith, " " "

Miss Hatch, " " "

Miss Scholz, " " "

Miss de Villiers, " " "

Miss Baker, " " "

Miss Gates, " " "

Miss Bumstead, " " "

Miss Gunning, " " "

Miss Murray, " " "

S. G. du Toit, " " Rawsonville.

Miss Byrne, " " "

Miss le Roux, " " Slang Hoek.

C. J. C. Gie, " " Wagenboom River.

A. P. Smuts, " " Doorn River.

M. J. van der Spuy, " " Goudienia.

*Miss G. Onions, " " Touw's River.

*Caroline Titus, Rhenish Mission, Worcester.

Cornelia February, " " "

*Jacoba Daniel, " " "

B. J. G. de Labat, Deaf and Dumb Institution, Worcester.

Miss A. Mongers, " " "

Miss Smith, Boarding Department (Girls), Worcester.

C. J. C. Gie, " " Wagenboom River.

S. G. du Toit, " " Rawsonville.

M. J. van der Spuy, " " Goudienia.

TRANSKEI—Fingoland.—Rev. J. McLaren, M.A., Native Training Institution, Blythswood.

Thos. D. Wardlaw, Native Training Institution, Blythswood.

*Thomas Ngcoza, " " "

Miss Ross, " " "

Geo. Pamla, Native School, Butterworth.

Emma Kentane, " " "

Eliza Mhlahlo, " " "

Mrs. Hacker, " " "

Emily J. Mtutu, " " Tongwane.

Fingoland (Contd.)—*M. N. Galela, Native School, Kobodi.

Mary Tsimango,	"	"
Theodore Ndwandwa,	"	Native School, Veldman's.
Ida Bikitsha	"	"
Emma Neamisa,	"	"
Nakasie Ndwandwa,	"	"
David Sobekwa,	"	Ihlobo.
Eli Ntisana	"	Cegeuwana.
Ida Somtunzi,	"	"
David Nginda,	"	Geume.
Annie Ndwandwa,	"	"
Emily Barnabas,	"	Mpenduza.
Lena Mbuli,	"	Magodlas (Wes.).
Josiah J. Binasi,	"	Bulube's.
Lydia Binasi,	"	"
Barnabas K. Lwana,	"	Ungomanzi.
Jessie Mampunyi,	"	"
Solomon D. Maqina,	"	Tyinira.
Simon April,	"	Zangwa.
John Ncebetsha,	"	Tyekana's.
*Joel J. Madubela.	"	Mpukane.
Eliza Ntintili,	"	"
Aaron B. Nguza,	"	Mgagasi.
Esther T. Mabengeza,	"	Ungewe.
Xala Ntsinde,	"	Neoncolora.
*Nathaniel Daniel,	"	Caba.
Isaiah Malgas,	"	"
Mrs. Daniel,	"	"
James Madotyeni,	"	Lower Neulu (Nofoty's).
Emma Stuli,	"	"
Solomon Fuller,	"	"
*John Hlaba,	"	Xilinxu,
Emma Gwele,	"	"
L. Mahamba,	"	"
J. Boom,	"	Hebehebe.
Isabella Moss,	"	"
John Mahaley,	"	Bulukwezi.
E. Mahaley,	"	"
James Ntlati,	"	Qutsa (Sijula's).
Isaiah I. Hlangwana,	"	Ndakana (Ntikintiki's).
*Joseph Ndungane,	"	Tsojana.
Edward Ndungane,	"	"
Joseph Ndungane,	"	"
Mrs. Ndungane,	"	"
David Kwatsha,	"	Matolweni's.
Henry Gaju,	"	Upper Xolobe.
James Ngata,	"	Mlondleni's (English Church).
Thomas Matolengwe,	"	Piet Landu's Location.
Peter Tshanyela,	"	Zokufa's Kraal.
*Sizani Mpondo,	"	Cunningham.
Helen Ross,	"	"
Mrs. Mpondo,	"	"
Eliza Madleleni,	"	Faleni's.
Pato S. Lusaseni,	"	Ndakana (Mavuso's).
Joel Mguba,	"	Nqutu.
Smith Maqanda,	"	Lower Zolo.
Philip Majiza,	"	Springs.

Fingoland (Contd.)—Booy Piliso, Native School, Magodla's.

Nebuchan Gubesa,	"	Toboyi.
Theophilus R. Curnick,	"	Tsomo.
Jackson Ntozini,	"	"
H. Gwele,	"	"
Jeremiah Mlokoti,	"	Newana's.
Sigonyela Mashiyi,	"	Intsito.
Edward Mlokoti,	"	Dingeswayo's.
Sophia Mlokoti,	"	"
John Masiza,	"	Gqogqora.
Letta Masiza,	"	"
Wm. N. Ndulama,	"	Dondos.
M. Sishuba,	"	"
Manasseh Mbeki,	"	Xume.
Josiah Mlokoti,	"	Nomaheya.
Bushula Qina,	"	Mtshabe.
Walter Mahambehlela,	"	Tsojana.
Paul Mamba,	"	Jikezi.
Henrietta Binase,	"	"
Joseph Paul,	"	Lumani's.
Abel Kupa,	"	Mlondleni's (Wes.).
Harriet Bassi,	"	"
John Ntlati,	"	Tshangana's.
Fumba Sidziya,	"	Upper Zolo.
John Mafuzo,	"	"
*Elias S. Makalima,	"	Cibala.
*Kenneth Ncapayi,	"	Neisininde.
Philemon Matshoba,	"	"
Alice Sopete,	"	"
*Gonyela Makapela,	"	Mbulu (Paterson).
Notishe Jacob,	"	"
Richard Ndungane,	"	Lutuli's.
Catherine Jikelana,	"	"
Fred. F. Witbooi,	"	Esigubudwini (Jobe's).
Maria Sopete,	"	"
<i>Idutywa Reserve.</i> —Alfred Zihlanga,	"	Sipikos.
Samuel Siqadu,	"	Douglas.
James Mqanda,	"	Dale.
*Elizabeth Mathlaka,	"	The Residency.
Sarah Guiyu,	"	"
Myesi April,	"	Gwadana.
Jonathan Nangu,	"	Qora.
Josiah Matodlana,	"	Morrison.
<i>Gealekaland.</i> —Faniso Bukani,	"	Leslie.
William Xatasi,	"	Tutura.
Triza Finca,	"	"
Jeremiah Gwele,	"	Ingeutyana.
Mrs. Gwele,	"	"
Macleán Sinyahla,	"	Mendu.
Charles Nduma,	"	Mevana.
Bango Dunga,	"	Ramra.
Luke Daman,	"	Qakazana.
*Joseph James,	"	Malan.
Joseph Hlaba,	"	Egwadu.
Sarah Ann Sipunzi,	"	"
*Elisha Mda,	"	Mahasana.
Elizabeth Ntontela,	"	"
Jeremiah Mbassa,	"	Mfula.

Gcalekaland (Contd.)—James Mkentane, Native School, Weza.

Josiah Xakekile,	”	Iqina.
Enoch Fanti,	”	Nqabara.
Maria Cenza,	”	”
Johnston R. Gasa,	”	Ntsimbakazi.
Alexander Maga,	”	Bancolo.
William Bote,	”	Gwadu.
James Koboka,	”	Shixini.
Doreas Ntintili,	”	”

TEMBULAND.—*Tembuland Proper.*—J. Wallace, Native Institution (Boys), Umtata.

Elias Mayekiso, Native School,	Umtata.
Samuel Mazwi,	*,, Tabase.
Moses Naku,	” S. Alban’s.
Henry Mdleleni,	” ”
Constance Naku,	” ”
*Paulus Mguni,	” Baziya.
*Philip D. Tshacila,	” All Saints.
Miss Green,	” ”
Rev. H. W. Davis, B.A.,	Training Institution (Boys), Clarkebury.
Richard Funani,	” ”
Annie Pamla,	” (Girls), ”
Ellen Gogushe,	” ”
Rebecca Mtshisa,	” ”
Geo. Sokako, Native School,	Neehana.
Mary Mfecane,	” Emjanyaana.
Richard W. Xala,	” Cwecweni.
*Geo. Mpondo,	” Maxongo’s Hoek.
Martha Mazamisa,	” Etyeni.
Joel Joseph,	” Tora.
*Elias Franz,	” Qokolewni.
Esther Ngqoboli,	” ”
Samuel Qangule,	” Kambe.
Mackinnon Kali,	” Main.
John Macozoma,	” Qutubeni.
Mrs. J. Isaac,	” ”
Richard Fods,	” Queque.

Emigrant Tembuland.—Solomon Mona, Native School, Wodehouse Forests.

Mrs. Magawu,	” ”
Dirk Ndiki,	” Ngwara. ”
Eleanor Ntyoba,	” ”
Luke Ntanta,	” Isikoba.
Ellen Jubeju,	” ”
Isaac Mdlangati,	” Tafeni.
Fynn Mashiyi,	” Seplan.
Eliza Madikane,	” ”
Robert Madliwa,	” Bumbana.
Tom Tele,	” Indwana.
John Jacobs,	” ”
Samuel Gasa,	” Upper Tsomo,
Stanton Nzoyi,	” Neora.
*Nkohla Falati, Training Institution (Boys),	St. Mark’s.
Patrick Zibi,	” ”
Harriet Toni,	” (Girls), ”
*Pauline Masiza,	” ”
Jane Kusse,	” ”
*Wm. Daniel, Native School,	Tshingeni.
Sophia Makapela,	” ”

Emigrant Tembuland (Contd.)—Sana Mbikeli, Native School, Tshingeni.

Aya Ntintili,	”
Jeremiah Ntwasa,	” Cofinvaba,
Jemima Ntwasa,	” ”
Julius G. Maboza,	” Umxi.
Maria Kubevana,	” ”
Wm. Kraai,	” Manzimdaka.
Philip Ndara,	” Lafuta.
Isaac Hlangati,	” Tafeni.

Griqualand East.—*Jonathan Lokwe, Native School, Bogotwana.

*Petros Klaas,	” Upper Denxa.
*Nomfazwe Ntshemla, Native Boarding School (Girls),	Shawbury.
Jane Nonkanyan,	” ”
Matilda Pamla,	” ”
Joseph Lokwe, Native School,	Shawbury.
Yapi Ndima,	” Culunce.
Sarah Ndima,	” ”
Philemon Qangule,	” Neambele.
Mrs. Masumpa,	” ”
Geo. Frans,	” Mount Fletcher.
Henry Dhlambula,	” Emahlungulu.
Gideon Morai,	” Paballong.
Martha Morai,	” ”
*Hezekiah Shale,	” Khabisong.
Jacob Sindinani,	” Tinana.
Mrs. Padel,	” ”
Hendrik Maqungo,	” Ezincuka.
John Nakin,	” Bethesda.
Rev. W. Murray,	” Kokstad.
Mrs. de Bruin,	” ”
Andrew Mapolong,	” Emngano.
Wm. Msentwa,	” Ensikeni.
Mrs. Dixon,	” ”
Elias J. Mqoboli,	” Etembeni.
Miss M. A. Davis,	” ”
Mary Ann Tiyo,	” ”
Garner Kumsha,	” Mpulu’s.
Robert Beaucamp,	” Sondaba’s (Wesleyan).
*Albert White,	” Osborn.
Wm. Dikwayo,	” ”
Jane King,	” ”
Benjamin Neibi,	” May’s Place.
Fanny Dikwayo,	” Equngadlavu.
Edward Mvimbi,	” Inhlabeni.
Damane Hlongwane,	” Engungini.
Mrs. Hlongwane,	” ”
James Mqoboli,	” Cancele.
Edward Nzamela,	” Umtshazi.
Conraad Windvogel,	” Clydesdale.
Wm. Mampunye,	” ”
Mrs. Windvogel,	” ”
John Neama,	” Sondaba’s (Fundweni).
Mrs. Neama,	” ”
Edmund Nonganza,	” Simon’s.
Henry Bhengu,	” Banganyama’s.
Bennie Lipike,	” Ebomvini.
Joseph Majija,	” Empemba.
Bangiwe Mbono,	” Ulutateni.

ANNEXURE B.—LIST OF TEACHERS TO WHOM GOOD SERVICE ALLOWANCES
WERE MADE DURING THE YEAR ENDED 30TH JUNE, 1885.

D. D. Fraser, Public School, Bedford.	
H. B. Sidwell, B.A., Public School, Burghersdorp.	
Miss Buchanan, " (Girls), Caledon.	
J. Rodger, B.A., " Carnarvon.	
Rev. R. Sheard, M.A., " Clanwilliam.	
C. E. de Beer, " Cradock.	
O. J. Oliver, " Dordrecht.	
C. Birkett (formerly), " Fort Beaufort.	
Miss H. Murray, " Graaff-Reinet.	
Rev. R. Templeton, M.A., " Grahamstown.	
R. Dale, M.A., " "	
E. J. Starkey, B.A., " "	
R. H. Fuller, M.A., " King Wm.'s Town.	
R. Dix, " "	
Miss Martindale, " (Girls), "	
A. P. W. Immelman, " Malmesbury.	
Mrs. Kidd, " "	
J. G. Euvrard, " Montagu.	
R. J. Riches, " Mossel Bay.	
B. P. J. le Roux, " Paarl.	
Miss Sutherland, " (Girls), Paarl.	
W. J. H. Wilson, " Piquetberg.	
T. W. Wilson, Grey Institute, Port Elizabeth.	
F. Beswick, Public School, Queenstown.	
T. Broster, " "	
Miss Armstrong, " "	
F. McIntyre, " Richmond.	
H. Hill, B.A., " Robertson.	
M. Nicol, " "	
W. Milne, " Stellenbosch.	
Miss Ingraham, " (Girls), Stellenbosch.	
Miss Farnham, " "	
Miss Colby, " Swellendam.	
Miss N. A. Smith, Public School (Girls), Worcester.	
Miss A. E. Smith, " "	
Miss Malherbe, " "	
H. Ninon, B.A., " (Boys), "	
S. B. Shaw, " Salem.	
H. L. Dampier, " Barkly East.	
Rev. A. Lomax, " Southwell.	
N. Mackay, " Woodstock.	
P. M. de Villiers, " Philadelphia.	
Miss Hare, " (Girls), Knysna.	
T. C. Stoffberg, " Riebeeck West.	
J. Cats, " Darling.	
E. Marsh, " Hopefield.	
Dr. Changuion, " Langebaan.	
G. P. Hutchinson, " Simondium.	
H. R. Louw, " Klein Drakenstein.	
T. Quirk, " Ookiep.	
G. van Coppenhagen, " Slot van de Paarl.	
A. J. Pepler, " North Paarl.	
C. P. Hoogenhout, " Groenberg.	
G. F. Pienaar, " Porterville.	
C. F. W. Rosenow, " Somerset West.	

D. G. Roux, Public School, Prince Alfred's Hamlet.	
S. H. Mitchell, " Willowmore.	
J. F. Fischer, " Vogelvlei.	
A. J. Brink, " Gwayang.	
S. de Leeuw, " Klein Drakenstein.	
S. V. Woeke, " Rietvley.	
P. R. Crowhurst, " Twenty-four Rivers.	
W. van Alphen, " Kalk Bay.	
C. J. C. Gie, " Wagenboom River.	
J. R. Whitton, Normal College, Cape Town.	
J. Smith, M.A., " "	
Miss Ferguson, Huguenot Seminary, Wellington.	
Miss Bliss, " "	
Miss Walsh, " "	
Miss Palmer, " "	
M. J. Stucki, District Boarding School, Blauwvalley.	
Miss de Villiers, Dutch Church Mission School, Beaufort West.	
Miss Gantz, " "	
Miss Herbert, English Church Mission School, Napier.	
J. Hans, Moravian Mission School, Elim.	
H. J. Coppens, English Church Mission School, Beaufort West.	
Miss Walsh, " "	
Miss Scheublé, Dutch Church Mission School, Caledon.	
P. S. Pfeiffer, Moravian Mission School, Twistwyk.	
Miss Stewart, School of Industry, New Street, Cape Town.	
Miss Bobbins, " "	
A. Daoma, S. George's Orphanage Mission School, " "	
W. Thomas, Wesleyan Mission School, Sydney Street, Cape Town.	
J. B. Gatt, Congregational Mission School, Barrack Street, " "	
Miss Forbes, Trinity Church Mission School, " "	
Miss Clayton, S. Mark's Mission School, " "	
Brother Loman, Roman Catholic Mission School (Boys), " "	
Brother Willebrord, " " "	
Miss Kennedy, " Sir Lowry St., " "	
Miss M. Whyte, " " "	
Miss E. Kilkelly, " Salt River " "	
T. F. Dreyer, Dutch Church Mission School, Roggebay, " "	
Miss Poolman, " " "	
Miss Barry, Roman Catholic Mission School, Rouwkoop. " "	
W. J. Hurst, English Church Mission School, Claremont. " "	
Mrs. Bradshaw, " " "	
Miss Wilson, School of Industry, Wynberg. " "	
J. F. Dreyer, Dutch Church Mission School, Cape Downs.	
J. D. Schaefer, " " "	
M. Leipoldt, Rhenish Mission School, Wupperthal.	
A. G. le Roux, Dutch Church Mission School, Elandskloof.	
James Madaki, Wesleyan Mission School, Cradock.	
J. Kumalo, " Wittebergen.	
J. M. Gundwana, " Manxebu's Kraal.	
E. Louis, Moravian Mission Schools, Clarkson.	
R. Balie, " " "	
H. Kildasi, Wesleyan Mission School, Annshaw.	
P. Magaba, " Tamacha.	
A. Brauer, Lutheran Mission School, King Wm.'s Town.	
W. Ntsikana, Free Church Mission School, Pirie.	
A. Ganandana, " Burnshill.	
Rev. C. Prozesky, Berlin Mission School, Lady Smith	
Mrs. Zeeman, English Church Mission School, Malmesbury.	

J. H. Sampson, English Church Mission School, Abbotsdale.
 J. Uys, Moravian Mission School, Mamre.
 A. Weber, " "
 Rev. R. M. Clark, English Church Mission School, Upper Paarl.
 H. Jenkins, " Klein Drakenstein.
 Rev. T. F. Stegmann, Mission School, Pniel.
 A. J. Hendrickse, Independent Mission School, Paarl.
 Miss Calder, English Church Mission School, Lower Paarl.
 A. J. Ruiter, Dutch Church Mission School, Wellington.
 H. Njokweni, Wesleyan Mission School, Enquebebein.
 F. Adams, Moravian Mission School, Wittewater.
 M. Cowley, Convent Mission School, Port Elizabeth.
 Sister Mary Keon, " "
 Bro. Gaillard, Roman Catholic Mission School, Port Elizabeth.
 Bro. Wybo, " "
 R. W. Clarry, Eng. Ch. Miss. Sch., Strand Street, " "
 Miss Morley, St. Paul's Mission School, " "
 E. Ndlangisa, Moravian Mission School, Engotini.
 T. Matumba, Independent Mission School, Hackney.
 Miss Gray, School of Industry, Simon's Town.
 Miss Hartle, " "
 Miss Rawbone, Wesleyan Mission School, Simon's Town.
 Rev. J. Duignam, Roman Catholic Mission School, Kalk Bay.
 J. S. Hahn, Rhenish Mission School, Stellenbosch.
 E. S. Lawrence, " "
 J. Korsten, English Church Mission School, Welmoed.
 M. P. Moyle, " Eerste River.
 C. Hendrickse, Wesleyan Mission School, Stellenbosch.
 A. M. Hendrickse, " "
 F. H. Wagner, " Raithby.
 Miss Stratford, Roman Catholic Mission School, Uitenhage.
 Mrs. Schuld, Dutch Church Mission School, Klip River.
 C. Jonas, Moravian Mission School, Enon.
 C. February, Rhenish Mission School, Worcester.
 C. Titus, " "
 Rev. R. J. Mullins, Kafir Institution, Graham's Town.
 Rev. T. H. Peters, M.A., Kafir College, Zonnebloem.
 Eliel Saba, Native School, Kwelegha.
 J. Ntsiko, " Uweza.
 G. Baker, Native Institution, Bensonvale.
 J. W. Gawler, Training Institution, S. Matthew's, Keiskama Hoek.
 S. Liefeldt, " "
 Z. Tantsi, Native School, Lesseyton.
 A. Smith, M.A., Missionary Institution, Lovedale.
 G. Pamla, Native School, Butterworth.
 T. Ndwandwa, " Veldman's.
 D. Kwatsha, " Matolweni's.
 S. Maqanda, " Lower Zolo.
 G. Makapela, " Mbulu.
 J. Ntozini, " Tsomo.
 F. Sidziya, " Upper Zolo.
 S. Mpondo, " Cunningham.
 D. Ngiuda, " Geume's.
 Mrs. Jeffery, Native Institution, Shawbury.
 N. Falati, " S. Mark's, Tembuland.
 H. Toni, " (Girls), " "
 R. Funani, " Clarkebury. "
 E. Frans, Native School, Qokolweni.

W. Daniel, Native School, Tshingeni.
 N. Daniel, " Caba.
 S. Mazwe, " Tabase.
 G. Kumsha, " Etembeni.

ANNEXURE C.—(1.) NAMES OF PERSONS TO WHOM ELEMENTARY
 TEACHERS' CERTIFICATES WERE ISSUED DURING THE YEAR.

*Ablett, Alice Sarah	Lange, Maria	Rooth, Eliza S.
*Bottomley, Alice Gertrude	Leonard, Philip E.	Rabone, Ida M.
*Brehm, Alice	Legg, Katharine M.	Roux le, Annie C.
*Beswick, Jane E.	Lawrence, Ida	Reeders, Johanna E.
*Barrable, Minnie	Leffler, Florence	Roberts, Ella M.
*Barrett, Louisa	*McDonagh, Mary	Robertshaw, Flossie
Buchanan, Minnie	*Metcalf, Sarah	Ross, Helen
Booyesen, Evert Johannes	McEwen, Mary F.	Rexe, Robert
Basson, Dinah	Marais, Helena J.	*Staples, Alice
Brink, Jacobus M.	Muller, Jane H.	*Smith, Marion A.
Brown, Fanny	Marais, William F. P.	*Shand, Elizabeth
Brink, Hendrina W.	Millard, Alice S. M.	*Shone, George W.
Brand, Floris J. G.	Malherbe, Gertrude M.	*Smith, Frances K. E.
van den Berg, Jemima	Malherbe, Bregje J. J.	Smith, Rosie W.
*Cahill, Katie	Murray, Ann S.	Schuld, Elizabeth
Clinton, Rebecca	Malan, Martha G.	Stevenson, Agnes S.
Connors, Kate	Mda, Elisha	Swemmer, Helen
Chilton, Ethel P.	Marillier, Annie M.	Sterrenberg, Wilhelmina L.
Cotterell, Winifred R.	Muller, Magdalena	Stilwell, Mimmie
Cluver, Johanne A. H. B.	Masiza, John	Savage, Gertrude
Chabaud, Effie	Mangele, Simon	Sydserrf, Georgina B.
Clack, Martha	Majombozi, Caroline	Smit, Jasper J.
Cindi, John	Mboni, William	*Theunissen, Johanna M.
*Dugmore, Amy	Metelerkamp, Annie	*Tudhope, Ida F.
*Derksen, Jeanette A.	Mtywaku, Margaret	Taberrer, Elizabeth S.
Dean, James	Mdudu, Christian	Tucker, Elizabeth S.
Duckitt, Elizabeth W.	Mkwane, James	Tudhope, Frances
*Frames, Jessie	Mazisa, Rosa	Tillner, Teresa
Fanner, Maud	Mbeki, Manasseh	*Villiers, de, Agatha C.
Filmer, Kitsie	*Niven, Ada	*Versfeld, Johanna P.
Giddy, Helen	*Naudé, Melinda	*Villiers, de, Gertrude
Groenwald, John H.	Nixon, Marie L.	Ville, de, Caroline P.
*Hill, Annie	Nicholson, Lucy	Venn, Annie E.
Herbert, Minnie	Nshumayelo, John P.	Villiers, de, Mimmie
Harris, Rachel E.	Ovens, Mary	Vries, de, Anne
Heese, Pauline J. B.	*Pugh, Beatrice E. E.	Vries, de, Catherine S.
Hurworth, Annie E.	*Poel, v. d., Elizabeth J. P.	*Weinthal, Ida
Hobohobo, Attwell M.	*Parker, Florence M.	*Williams, Eleanor M.
Joubert, Rachel J.	*Powell, Elizabeth K.	Williams, Laura E.
Jojozi, William	*Pearson, Edith J.	Warner, Joseph S.
Johnson, Cecilia	Pearson, Julia	Williams, Henrietta
January, Jacob	Pauw, Theodorus C.	White, Ethel
*Kupferburger, Catherine P.	Quirk, Emily	Wallace, Agnes M.
Kinna, Marcella	*Robertson, Henry L.	Xatasi, William F.
*Livingstone, Ruby		

ANNEXURE C.—(2.) NAMES OF PERSONS TO WHOM MIDDLE CLASS
CERTIFICATES WERE ISSUED DURING THE YEAR.

*McLachlan, P. R.	Burger, Peter J.	Retief, Peter T.
Paauw, Jacobus C.	Preez, du, Hercules J.	Wium, Johannes
Reid, Jessie	Malan, Guillaume G.	

NOTE.—Candidates who have an asterisk attached to their names obtained Certificates with Honours.

ANNEXURE D.—REVISED INSTRUCTIONS TO THE INSPECTORS OF
SCHOOLS, FOR 1886.

I. GENERAL INSTRUCTIONS.

1. The duties of Inspectors of Schools are to visit and examine all Day Schools, Boarding Schools and Departments, and other Institutions liable to inspection under the provisions of the Education Act No. 13 of 1865; to examine into the state of the buildings and the school furniture, to ascertain by examination the attainments of the scholars, and to inquire into the efficiency of each school in regard to the locality in which it is placed; to ascertain the qualifications of teachers, and of candidates for employment as teachers; to see that the conditions of aid are observed, and to call for such returns from the managers and teachers as they may require, in order to get full information.

2. The Inspectors encourage and co-operate with local efforts for the extension and improvement of elementary education, and without interfering in the management and discipline of any school, press upon the attention of managers and teachers such changes as appear desirable in the accommodation for the school and the teacher, the methods of teaching, the text-books, furniture, and other apparatus, as well as the discipline and general organization of the school.

3. The times of vacation amount annually to about nine weeks; and as it would be unfair to teachers that their schools should be inspected immediately on the resumption of work, the regular inspections are discontinued for twelve weeks; this period is, therefore, one of vacation to the Inspectors, except as regards the preparation of reports and correspondence with the Superintendent-General of Education.

4. As a rule, inspection is resumed one week after the re-opening of the schools, as notified in the Public School Almanac; but after the Christmas vacation the inspection begins on the first Monday in February.

5. Each Inspector furnishes a weekly diary, according to a form prescribed by the Department, and a monthly report embodying in detail the result of inspection, arranged in the form prescribed.

6. It is necessary that each Inspector should have fixed standards by which to measure the attainments of the children in all elementary schools.

7. The following series of standards will be a sufficient guide, to ensure a uniform classification of the scholars after examination in elementary subjects of instruction. The higher subjects of instruction will be specially reported on, until the scheme of standards is extended.

REQUIREMENTS.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.
READING ..	Narrative in Monosyllables.	Narrative from an Elementary Reading Book.	Any ordinary Narrative.	Any ordinary Narrative fluently and correctly.
WRITING ..	Write on Slate Figures and Monosyllables.	Write short Sentences to Dictation, and transcribe Passages from a Printed Book.	Write an ordinary Passage, dictated slowly. (Copy-books to be shown.)	Write freely to Dictation (Copy-books to be shown).
ARITHMETIC ..	Simple Addition and Multiplication Table as far as 6 times 12.	Any example in Simple Rules, as far as Short Division. The Multiplication Table.	Long Division, Compound Rules (Money).	Practice, Proportion, and Vulgar Fractions (Elementary Exercises).
GEOGRAPHY ..	.. .. .	.. .. .	Outlines of Political Geography.	Political Geography generally.
GRAMMAR ..	.. .. .	.. .. .	.. .. .	Elements of Grammar, Parts of Speech, Composition of a Sentence, &c.

8. Standard V. will include those who have passed well in Standard IV., and have further satisfied the Inspector in (a) Vulgar and Decimal Fractions and in two of the three following subjects:—

(b) Outlines of History (England and Cape Colony).

(c) Physical Geography.

(d) Elements of Natural Science, or one of these specific subjects:—
Chemistry, geology, mineralogy, botany, animal physiology, principles of agriculture.

In Girls' Schools, the Laws of Health and Domestic Economy will be accepted in lieu of one specific subject.

NOTE.—The Inspectors report separately on the higher branches of instruction in Schools of the First and Second Classes and on the Object-lessons given in Elementary Schools; also on Free Hand Drawing and plain Needlework.

II. ON SECURING UNIFORMITY OF INSPECTION.

9. The Inspectors employ the same method in classifying scholars under the standards.

10. The printed schedule, No. 1, should be sent to the teacher of a large school some days before inspection, that he may fill in the names and the Standard in which each scholar passed at the previous inspection. In the case of small schools, the Inspector will carry schedules with him and cause them to be filled in before the inspection begins.

11. The Royal Readers Nos. I., II., III. and IV., sufficiently indicate the requirements for reading under the respective standards. There should be at least two different sets of Reading-books in each school.

12. The passage for dictation should be selected from a reading-book in use. One line legibly written and with not more than two mistakes for Standard II., six lines with not more than six mistakes for Standard III., and eight lines with not more than four mistakes for Standard IV., should constitute a pass.

13. To pass in any Standard in arithmetic, each scholar should, as a rule, work correctly one of the three questions put; but of the questions set under the three rules of Standard IV., at least two must be worked correctly.

14. The results of the inspection, that is, the standards under which each scholar is classed, should be recorded in the daily register (No. II.), under the column headed "remarks," and the record should be signed by the Inspector before leaving, or a certified copy of the record (Schedule I.) should

be attached to the school register. This will show what progress is made by each scholar from year to year.

15. With regard to order elementary and also to higher subjects, the Inspector should report on the style of teaching, the general accuracy of the work done, and the stage to which the pupils have advanced in each subject.

16. Where the course of instruction permits a choice of specific subjects, the Inspector will be careful to note what subjects have been chosen, and to which of the staff the teaching of such subjects is assigned.

17. The examination will extend to all the subjects required to be taught in the respective classes of schools.

18. The Standards include only those subjects which are deemed indispensable for a pass. Some discretion must be left to the Inspector in demanding a separate pass in each of the five requirements of Standard IV.

19. Excellence in History, Physical Geography, or elements of Natural Science, may excuse a failure in Political Geography, but nothing can excuse failure in reading, writing, and arithmetic.

20. As there is a wide difference between a pass, a *good* pass and an *excellent* pass, the Inspector is recommended to add the letter G or E to the record, to indicate the grades above the bare pass in Standard IV.

III. PUPIL TEACHERS.

21. In reporting on the qualifications of Candidates, the Inspector should be careful not to recommend any Candidate who is below the 4th Standard or liable to any infirmity which may interfere with the satisfactory performance of the duties of a Teacher.

22. Candidates for the Elementary Teachers' Certificate are required to obtain from the Inspector of the District a certificate of skill in teaching, and for this purpose must teach a class in the presence of the Inspector.

IV. INTERCOURSE WITH MANAGERS.

23. The Inspectors will use every opportunity of conferring personally with Managers and Teachers, relative to such changes as appear desirable for the improvement of the Schools.

24. The Inspector should stay sufficiently long at each station to make the visit a thorough one, not only as regards the inspection of the existing schools, but also to arrive at a knowledge of the educational wants of the neighbourhood.

25. As much as possible, the managers should be encouraged to be present at the inspection; and it will be the Inspector's duty to intimate plainly what improvements are necessary to secure the continuance of any grant.

V. GOOD SERVICE ALLOWANCES.

26. A Good Service Allowance is a recognition, not of mere length of service, but of distinguished merit, where a school is reported as *excellent* throughout and where the course of instruction laid down in the Regulations is carried out with marked efficiency.

27. In estimating the claim of Teachers to Good Service Allowances, the following percentages will be exacted:—

Undenominational Public Schools.	
Class I.	75 per cent. of the scholars must have passed in Standards 3, 4, and 5, of whom 30 per cent. at least must have passed in Standards 4 and 5.
Class II.	50 per cent. of the scholars must have passed in Standards 3, 4, and 5.
Class III.	30 per cent. of the scholars must have passed in Standards 3, 4, and 5.

Undenominational Public Schools.	50 per cent. of the scholars must have passed in Standards 3, 4, and 5, of whom 20 per cent. at least must have passed in Standards 4 and 5.
Girls.—Class I.	
Girls.—Class II.	30 per cent. of the scholars must have passed Standards 3, 4, and 5.
District Boarding Schools.	50 per cent. of the scholars must have passed in Standards 3, 4, and 5.
Mission Schools in receipt of full grant, £75 per annum.	30 per cent. of the scholars must have passed in the 3rd or a higher standard.
Mission Schools (other).	15 per cent. of the scholars must have passed in the 3rd or a higher standard.
(Aborigines.)	
Native Institutions.	50 per cent. of the scholars must have passed in the 3rd or a higher standard.
Day Schools.	15 per cent. of the scholars must have passed in the 3rd or a higher standard.

28. Infant Schools.

The requirements are (1) a well-equipped room; (2) suitable instruction in the elements of Reading, Writing and Arithmetic; (3) simple lessons on objects and the facts of natural history; (4) a suitable variety of exercises and employments, such as Drill, Kindergarten, &c.

29. Scale.

<i>Public Schools.</i>	
Class I (Boys) and Normal Colleges (Boys')	Principals and Vice-Principals
	{ £25 0 0 after 5 years' service.
	{ 37 10 0 „ 10 „
	{ 50 0 0 „ 15 „

<i>Public Schools.</i>	
Class I (Boys') Assistants	... ..
Class I (Girls') Principals and Vice-Principals	... ..
Class II (Boys') Principals	... ..
Training Schools (Native), Boarding Schools and Normal Colleges (Girls')	Principals ...
	{ £15 0 0 after 5 years' service.
	{ 22 10 0 „ 10 „
	{ 30 0 0 „ 15 „

<i>Public Schools.</i>	
Class I (Girls') Assistants	... ..
Class II (Girls')	Principals ...
Class III (Mixed)	... ..
Mission Schools	Head-Teacher ...
Aborigines' Schools	do. ...
Approved Infant Schools	do. ...
	{ £10 0 0 after 5 years' service.
	{ 15 0 0 „ 10 „
	{ 20 0 0 „ 15 „
	{ £6 0 0 after 5 years' service.
	{ 9 0 0 „ 10 „
	{ 12 0 0 „ 15 „

VI. RECORD OF PASSES.

30. Schedule I.

DEPARTMENT OF PUBLIC EDUCATION.

Date of Inspection.....188 .

Name of School.....

Order..... Class.....

NAMES.	1	2	3	4	5	6	7	8	9	10	11	12	Standard.		
	Reading.	Dictation.	Parsing and Analysis.	Geography (Political)	Writing.	Arithmetic.	History.	Geography (Political).	Natural Science.					Last Year.	Now.

31. Teachers should be instructed to keep the record of passes, for reference.

32. The Inspectors will see that the time-tables and School Almanac are posted in every School.

LANGHAM DALE,

Superintendent-General of Education

CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

APPENDIX TO ANNUAL REPORT.

REPORTS of the Deputy-Inspectors of Schools, with Results of Inspection,
for the Year 1885.

CONTENTS.

- I. Circular Letter to Deputy-Inspectors of Schools.
- II. Mr. Rowan's Report. Western Districts.
- III. Mr. Samuel's Report. North-Eastern Districts.
- IV. Mr. Brady's Report. Southern Districts.
- V. Mr. Ely's Report. Eastern Districts.
- VI. Results of Inspection—Tabulated.

I.—CIRCULAR LETTER.

Department of Public Education,
Cape Town, 7th December, 1885.

Inspectors' Reports to be laid before Parliament.

SIR,—I have the honour to request you to prepare a brief report of the general results of your inspections for the year, with the view of its being laid before Parliament, with my Annual Report.

It is necessary that your report should reach me before the end of January.

To render the Inspectors' reports more valuable and convenient for reference and comparison, the arrangement of matter should be as follows:—

I. Remarks on the subjects of instruction; the methods of teaching them; and the character of the results as actually ascertained by inspection.

A. { Reading
Writing and Spelling
Geography
History
Arithmetic
Elements of Natural Science.

B. { Infant Schools
Needlework
Object Lessons
Freehand Drawing.

C. { Higher Literature (Latin, Modern Languages, Greek, &c.)
Higher Mathematics (Algebra, Geometry, &c.)
Physical Sciences (Physics, Geology, Botany, &c.)

II. You will be careful to note those subjects or matters of school discipline and organization in which there is a decided improvement or deterioration, as the case may be.

III. Remarks on the accommodation for school and teacher, school apparatus, ordinary books and materials.

IV. Remarks on the difficulties arising from the two languages—how overcome in your district.

V. After looking over your notes for the whole year, I request you to classify all the schools in your district under the following heads:—
Excellent — Good — Fair — Unsatisfactory.

VI. General observations and suggestions for the extension of elementary education.

I have, &c., &c.,

(Signed) LANGHAM DALE,

Supt. Gen. of Education.

II.—Report by Mr. A. N. Rowan, Deputy Inspector,
Western Districts.

Stellenbosch, January 30th, 1886.

The Supt. Genl. of Education.

SIR,—In compliance with your letter of the 7th ultimo, I beg to submit this Special Report on the state of education in my district for the year ended December 31st, 1885. The short time allowed for preparing this report necessitates brevity, and my remarks will therefore be chiefly restricted to the general results of inspection during the year, in so far as they bear upon the matters about which you require information.

My present district embraces the Cape, Simon's Town, Stellenbosch, Paarl, Malmesbury, Tulbush, Worcester, Robertson, Piquetberg, Clanwilliam, Namaqualand, Calvinia, Fraserburg, Beaufort West, and Prince Albert divisions. The schools of the six last mentioned (with exception of one in the Piquetberg division) have not been inspected during the year,—Piquetberg, Clanwilliam, and Namaqualand were inspected last year (1884); Calvinia was last inspected by Mr. Samuel; and Fraserburg, Beaufort West, and Prince Albert, recently added to my district, have not been inspected as yet.

During the past year I inspected 166 schools with 255 departments. Of these 59 were Undenominational, 99 Denominational, 1 Normal College (Boys'), 1 Normal Department (Girls'), 1 District Boarding School, 1 Aborigines Department, and 2 Deaf and Dumb Institutions. Besides these 20 Boarding Departments were inspected. The number of pupils on the books was 15,364, with 11,129 or 72·4 per cent. present at inspection. In 1881-82 (see my last Special Report) the number on the books in 170 schools was 15,924, with 10,740, or 67·44 per cent. present at inspection. Having given you a general idea of the work done during the past year, I now proceed to discuss the subjects on which I have been called to report briefly, taking them in the order laid down in your letter of instructions.

READING.

Reading is a subject the importance of which cannot be overestimated, and yet really good reading is far from common in the schools of my district. As far as verbal accuracy, fluency, and attention to the pauses are concerned, considerable improvement has taken place, but tasteful and expressive reading, except in some of my best schools, is of very rare occurrence. In the Roman Catholic schools in Cape Town and in the neighbourhood great attention is paid to this important branch, and with very creditable results. The mispronunciation of such words as with, which, love, have, &c., so common in some of the country schools, has not been carefully attended to and its evil effects have been felt in the Normal College which draws its principal supplies from that source. Poetry repetition receives more attention now than formerly, but want of expression and intelligence is the prevailing defect, and it is not often that I hear a recitation delivered with "good accent and good discretion."

Explanation of the subject matter of the lessons receives increased attention, but there is still room for much improvement, especially in the Mission schools. If teachers were to prepare the lessons beforehand, their efforts would not be so barren of results. It is not merely by giving the synonyms of the difficult words that the pupils are led to the full apprehension of the passage read, but by close questioning and by careful explanation of the whole passage in language suited to their capacities. In schools where Dutch and English are taught, translation of the reading lesson into Dutch is a great help towards the right elucidation of the subject matter, and I am glad to note that this practice is almost generally adopted. Very frequently the Reading Books are far too advanced for the children.

In more than one instance I found children presented in Standard II reading No. V Royal Readers without the slightest knowledge of the subject matter.

The reading books most extensively used in my district are the series of Royal Readers published by Nelson. Of late the South African Readers have been introduced into many of the schools by way of change, but some of the teachers object to the matter and arrangement of several of the numbers, and consider the language too difficult.

WRITING AND SPELLING.

Writing shows marked improvement, although want of method and careful supervision are still the prevailing defects. Orthographical errors, blots, erasures, and scribbles are not of such frequent recurrence, and the copybooks and exercises shown at inspection are generally neatly written. In the higher schools the juniors, as a rule, write better than the seniors whose paper work, when the examination is conducted in writing, often shows want of care and neatness. Writing on slate is extensively practised in Mission schools and often with good results. More than once I have noticed that the slate writing of a lower class was far superior to the copy writing of the upper classes in the same school. In most of the Undenominational schools copy writing is begun at a very early stage. Darnell's copybooks are almost exclusively used, although the style of writing adopted in several of the numbers is rather cramped. Several teachers prefer Vere Foster's and Marcus Ward's copybooks, the headlines of which are given in a bolder and rounder hand.

The results obtained in oral spelling and dictation are very satisfactory. Great care is taken in correcting the dictation exercises, and many teachers keep lists of the words misspelt for revisal at stated intervals. The passages for dictation are selected by myself, and, excepting in the worst schools, the limit of six mistakes in a passage of eight lines is seldom exceeded. In several schools the dictation is almost perfect. Formal letter writing should receive more general attention.

GEOGRAPHY.

Geography is taught in almost all the schools in my district, and under this head a very sensible improvement has taken place. In several of the schools a more rational system is now adopted. Teachers no longer confine themselves to the mere pointing out of places on the maps, but take pains to make this important subject as interesting as possible. The schools are, on the whole, fairly well supplied with maps, but globes and blank maps are still conspicuous by their absence. Map drawing on slate and on paper is carefully attended to, and the specimens shown at inspection are often neatly and tastefully executed. Cape Geography is becoming more popular, and Physical Geography is gradually but surely making its way into the most of the better class of schools.

HISTORY.

English History is taken up by most of the Undenominational and by a few of the Denominational schools. As a rule this important branch is taught in a very dull and uninteresting manner. In studying English History, what we want to know is not so much the dates of great events as the steps by which the nation has obtained her present pre-eminence. Unfortunately, the former, the dry bones of history, are often preferred to the latter. Cape History is taught in several schools and with fair success, but a good history of the Colony, suited to the capacities of our children, is still to be written.

ENGLISH GRAMMAR.

English Grammar still continues to improve, and the old plan of making children repeat large portions of the text-book is gradually disappearing.

Oral instruction in its first stages has been substituted, and the black-board has been called into more frequent requisition. Analysis of sentences is more practised, and with fairly satisfactory results. In some schools Grammar is begun too early, to the neglect of intelligence, without which it degenerates into a mere mechanical routine, and is utterly valueless. I should like to see more attention paid to English composition and paraphrasing, in both of which many of the schools are woefully deficient.

ARITHMETIC.

The standard in arithmetic, I am happy to say, has continued to improve. During the year I have made more frequent use of test cards, and with gratifying results. The failures in sums requiring judgment are not so numerous as before. Still, there is room for improvement, as weakness in this useful branch is the cause of the low standard reached in many of the schools. Notation and numeration are carefully taught, and so also are the tables. Mental arithmetic receives but scant attention, and the consequence is that strokes and other mechanical aids are frequently resorted to in not a few schools.

ELEMENTS OF NATURAL SCIENCE.

This subject, I regret to say, still lingers in the background of educational development, and does not receive that attention which its importance demands. Only 74 pupils in 8 schools were presented for examination in the Elements of Natural Science, and the work, for the most part, was not of a very reassuring character. In none was the subject experimentally illustrated. Very few, if any, of the elementary teachers have had the training or possess the aptitude required for this branch, and science-teaching in their hands would, I am afraid, degenerate into a mere repetition of dry technicalities which would retard instead of promoting the more general introduction of science into our schools. To make science an effective instrument of education, we require teachers whose training and natural aptitude fit them to expound and illustrate the elementary principles of science in clear and simple language, and with an eye to their practical application.

INFANT SCHOOLS.

During the year I inspected 120 Infant Departments, of which 16 were in connection with Undenominational and 104 with Denominational schools. These departments are now better supplied with educational appliances, and in a few there has been marked improvement. Not only are the usual exercises gone through with precision and regularity, but everything is done to make the schools bright and cheerful, and the instruction suitable to the capacities of the little children. In the majority of them, however, the exercises are performed in a lifeless and uninteresting manner, and the instruction is of a very mechanical character.

Kindergarten exercises have been introduced into only three schools, and with beneficial results. Mat-weaving, stick-laying, pricking, embroidery, geometrical drawing on slates, music drill, and other technical operations give new life to the old lessons on Form and Colour, help to develop the constructive faculty of the children and to improve their habits of observation. In the hands of a skilful and sympathetic teacher this system would be productive of much good, and I should like to see its introduction become more general.

NEEDLEWORK, &c.

Needle and fancy work is taken up in most of the Denominational and in some of the Undenominational schools, but, with a few bright exceptions, where special teachers have it in charge, the results are very disappointing. No proper system is adopted, and in several cases, the teachers have a difficulty

in getting a sufficient supply of working materials. Cutting out is very rarely practised. In the few schools where this useful branch is properly taught, I have often been struck with the neatness, finish, and variety of the specimens shown at inspection. It would be a good thing if a directress of needlework were appointed for a few years, just to put this most essential branch of female industry on a more satisfactory footing.

OBJECT LESSONS.

For the last year Object Lessons have received more careful attention, and object cards and manuals of instruction have been freely supplied to the teachers. In the better class of schools where the teachers do not adhere too slavishly to the text book, but draw largely upon their own resources, the results are all that can be desired. These are, however, exceptional cases. In too many instances that have come under my notice the teachers confine themselves to the information contained in the Manual, and "weariness and vexation of spirit" are not seldom seen on the faces of both teachers and taught.

DRAWING.

Drawing is taught in a few schools, and with varying success. Where the teachers have a special aptitude for the work, the results are gratifying, but in general they are not commensurate to the time and trouble bestowed upon it. In three of the First Class schools (girls') Art Teachers have been employed, and drawing from the flat, from models, and from nature is successfully taught. These schools have separate Art-rooms fairly well supplied with models and other requisites.

HIGHER BRANCHES.

27 schools presented pupils in Latin, 15 in Greek, 19 in Euclid, and 28 in Algebra. Six of them are doing Matriculation work; in the remainder the work is not of a very advanced character. Latin and Greek show some improvement in accidence and in translation from English into those languages. In Euclid deductions are more frequently attempted, and in Algebra problems requiring thought are not neglected.

In Modern Languages 34 pupils were presented for examination in French and 35 in German.

Physical Science receives attention in 14 of the higher schools. 3 have taken up Chemistry, 2 Electricity and Magnetism, 4 Dynamics, 1 Zoology, 2 Botany, 2 Physics, and 1 Geology. Three of the schools have properly equipped laboratories for performing experiments, and four or five have formed museums of natural objects which are receiving constant accessions from pupils past and present. In all of them, I am happy to say, the work is carried on in a vigorous and successful manner.

SCHOOL DISCIPLINE AND ORGANIZATION.

Under the head of discipline I have not much to remark. On the whole, it appears to be fairly satisfactory and productive of good moral results, if I am to judge from the behaviour of the children at inspection. In a few schools copying, prompting, whispering, and moving about are still prevalent, but in the majority of them good order is maintained without the exercise of undue severity. The classification of several of the schools leaves nothing to be desired. As a rule, the classes are carefully graduated according to the attainments of the pupils. In not a few cases, however, the classification is too minute and too confusing, and the consequence is waste of time and energy with poor results. Registers are better kept now than before, although instances of inaccuracy and slovenliness are not of rare occurrence. It is very seldom now that I find a school without a time-table, and in several schools it is properly drawn up, neatly framed, and hung up in a conspicuous part of the room.

SCHOOL-BUILDINGS, &c.

A few new school-buildings have been erected since my last Special Report, and several old ones have been renovated and enlarged and supplied with better furniture and appliances. My district is now fairly well supplied with commodious and substantial school-buildings, which are kept in good repair. Comfortable teachers' residences are attached to several of them. 29 have mud floors; the rest are boarded. In many of the schools the furniture and appliances are good; in a few excellent. The Huguenot Seminary, Wellington (Boys'), Paarl (Girls'), Stellenbosch (Girls'), Worcester (Girls'), and a few others are admirably furnished with desks and seats constructed upon the most approved principles. In the outlying parts of my district, where the schools have a shifting and uncertain existence, the rooms are generally unsuitable, and the furniture and appliances of the rudest description. Schools within easy reach of the railway are, on the whole, fairly well supplied with ordinary school books and materials; in those more remote the supply is often very deficient.

The sanitary arrangements, though not what they ought to be, have also improved. Properly constructed out-offices are now more frequent than before even in localities where their use is far from common.

DUTCH LANGUAGE.

Dutch is very extensively taught in my district, and few, if any, difficulties arising from the two languages (Dutch and English) have, as far as I know, been experienced. In a few schools, such as the South African College School, Normal College, Stellenbosch (Boys'), Stellenbosch (Girls'), Paarl (Girls'), Huguenot Seminary, Worcester (Girls'), and Worcester (Boys'), special Dutch teachers have been employed, but in all the others instruction in Dutch is given by the head teachers themselves or their assistants, or by both. The only difficulty is when Dutch is taken up by a limited number of pupils from several classes. In such cases the teachers are often at a loss how to classify the pupils for Dutch, and at the same time to find employment for those who do not take up that language without unduly interfering with the general course of instruction. During the year, 104 schools presented pupils for examination in Dutch. In all the Undenominational schools (excepting 6 in the Cape Division) provision has been made for teaching Dutch. Of the Denominational schools, those in connection with the Roman Catholic and English churches (with six exceptions in the case of the latter) do not teach Dutch; in all the others Dutch is taught along with English. The reading, spelling, dictation, grammar, and translation in most of them were very creditable. Dutch composition is taken up by several schools, and with fair results.

CLASSIFICATION OF SCHOOLS AND RESULTS OF LAST YEAR'S INSPECTION COMPARED WITH THOSE OF 1881-82 (SEE LAST SPECIAL REPORT).

TABLE I.—CLASSIFICATION OF SCHOOLS.

Number of Schools inspected.	Excellent.	Good.	Fair.	Unsatisfactory.
166	32	73	37	24

TABLE II.—RESULTS OF LAST YEAR'S INSPECTION COMPARED WITH THOSE OF 1881-82.

	Number of Schools inspected.	On the Books.	Present at inspection.	Percentage.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
1881-82	170	15924	10740	67.44	4888	2500	1511	1154	687	...
1885	166	15364	11129	72.4	5398	1854	1411	1396	593	477

GENERAL REVIEW.

On reviewing the results of last year's inspection as compared with those of former years, and including a few subjects not laid down in your Programme, I may briefly summarize as follows:—In the Elementary Branches requiring instruction of a purely mechanical character, considerable progress has been made, but in those requiring intelligence there is still room for much improvement. Infant schools are, on the whole, better conducted now than formerly, but Object Lessons in the majority of them are either entirely ignored or else taught in a perfunctory manner; Kindergarten exercises have been introduced into a few schools, and with good results; Needlework is not systematically taught; Singing by ear is extensively practised, but Musical Notation, except in a very few cases, is wholly neglected; Freehand Drawing is still in its infancy. In the Higher Branches, Classics and Mathematics are more satisfactory than before, although the work (excepting in 6 schools) is not of a very advanced character; Physical Science has been vigorously and successfully prosecuted in several schools, and English Literature not left in the cold. As regards Modern Languages, while French and German are but sparingly taught, the increased demand for instruction in Dutch has been met by increased facilities for acquiring a knowledge of that language. Lastly, the Normal College (Boys') and Normal Department (Girls') are well attended and giving efficient instruction both literary and professional to future teachers; and the Institutions for the instruction of deaf mutes are doing their work carefully and judiciously and with beneficial results to an unfortunate and hitherto much neglected class of children.

GENERAL OBSERVATIONS, &c.

The working of the present system has already been fully discussed in my former Special Reports; my views are still the same. The Voluntary Principle has done, and is still doing, much for the extension of education, but its resources are limited, and recourse to the rates and to a modified form of legal coercion to check illiteracy must sooner or later follow. My views, I must confess, are not shared by the majority of those who take a warm interest in education in my district. The present system has never been more popular with the clergy than now, and the imposition of rates for educational purposes would be strenuously resisted by the farmers and other landed proprietors.

Of late a small but active party in my district has raised its voice against what is styled the "Godless character" of our schools, and the subject has been warmly discussed in the Dutch newspapers. The supporters of this view maintain that the names of God and Christ may not even be mentioned in the schools during the hours devoted to secular instruction, and, rather than that this should be continued, they would have all Government

aid extinguished and education left to voluntary effort pure and simple or to private enterprise. With a few, I am sorry to say, jealousy of the educational privileges enjoyed by the coloured races is the moving spring, and religion is employed merely as a cloak. Knowing how keen are the religious sensibilities of our agricultural population and how soon aroused, I would warn all true friends of education that breakers are ahead, and that unless the bark of education is cautiously and skilfully steered, it will be stranded on the rocks of religious discord and race antipathy.

Irregular and shifting attendance and short duration of school life are still the great hindrances to the progress of education in my district. The general state of depression, too, through which the Colony is passing now, is beginning to tell on the schools. The Boarding Departments especially are beginning to feel its effects in diminished attendance, and teachers inform me that they expect a great falling off this year. With depression in trade and consequent diminution of the general revenue, retrenchment in all departments must be expected, and managers naturally look with anxiety to the future, as with diminished grants a still greater demand will be made on their limited resources if the efficiency of their schools is to be maintained. I trust, however, that even in these hard times the Government will not relax the generous policy it has hitherto pursued with reference to education, upon which, more than upon their material prosperity, the true greatness of a people depends.

I have the honour to be,

Sir,

Your most obedient Servant,

A. H. ROWAN,

Deputy Inspector.

III.—Report by Mr. J. Samuel, Deputy-Inspector, North-Eastern Districts.

22nd January, 1886.

The Superintendent-General of Education, Cape Town.

SIR,—In accordance with the instructions contained in your letter of the 7th December, I have the honour to forward a short Report on the schools under my care.

I may be permitted to remind you that my circuit is a large one, its area being somewhat more extensive than that of England and Wales. It includes the divisions of the Colony from Carnarvon on the west to Herschel on the east. On the north its boundaries are the Kalahari, Bechuanaland, the Transvaal and the Free State; and it reaches Jansenville on the south. It contains nearly one hundred schools receiving direct aid from the Education Department. These are, of course, widely spread, and in some instances are one hundred miles apart. Every station has been visited and the school examined during the year, with the exception of the schools at Philipstown and Petrusville. For the first time, Prieska, Cathcart West, Boetsap and Warrenton, the extreme northern villages of the Colony, have received visits of inspection. Much time has necessarily been consumed in travelling; during the last quarter alone more than one thousand miles have been traversed.

It is difficult to give a general idea of the actual state of education in a district where schools range from First Class Schools of the higher grade to humble Kafir Schools with no other buildings than huts on mountain sides or in secluded glens.

Reading on the whole is well taught. The better teachers generally make use of the *Royal Reader* series of Class-books and of the English text-books prescribed by the University for the School Elementary Examination. In most cases careful explanation accompanies the more mechanical part of reading, and in schools where Dutch is the spoken language the pupils are trained to interpret the English phrase into its colloquial equivalent. I regret to say that in some inferior Mission Schools Dutch and Kafir-speaking children are taught to read English with no knowledge of the meaning. On several occasions I have found unhappy children who had plodded through "Step by Step" and its "Sequel" in this useless fashion. I have insisted on a change; and in no instance have I accepted as reading the mere fluent pronunciation of words without substantial knowledge of the meaning. In schools for white children where Dutch is taught the reading is usually clear, distinct and intelligent.

Spelling and *dictation* are generally well taught; much pains is also taken with transcription. I am sorry to say, however, that *handwriting* does not generally receive that attention it deserves. Instead of the mode of sitting, holding the pen, forming the letters, &c., being slowly and repeatedly explained to a class with the help of the blackboard, the common method is for the teacher to place a copy-book before a child and ask him to write a copy. The disastrous result is often a divorce in the child's mind between the written characters and their meaning. I have repeatedly found pages copied by children who had no comprehension of the words they had written. The simple elementary fact cannot be too much insisted on that neat, plain, legible penmanship is an essential in every good school.

Generally speaking, *geography* is fairly taught, and it is rare to find a child who passes in other subjects fail in this. Most of the schools are well supplied with approved maps, which are intelligently used. Occasionally I have found the maps used only as puzzles on which the children were required to pick out places by their names. Very few pictorial maps, shewing boldly the various divisions of land and water, are in use. Such a map as

Cameron's *Pictorial Map* is of great value in communicating clear elementary ideas on geography. It would be an improvement, also, if such a book as Barrington Ward's *Child's Geography* were put into the hands of beginners, instead of the text-books now in use.

The subjects taken up for Standard V. are usually history and physical geography; and as the pupils are, as a rule, being prepared for the School Elementary Examination, the portion of English history from 1066 to 1688 A.D. is that commonly read. The text-books in use are Collier's *British Empire* and *Little Arthur's History*, and the subject is taught in a satisfactory manner. The teaching of South African history is, however, defective, a good text-book being still a desideratum.

The mode in which *physical geography* is taught is generally excellent; the teachers enter into the subject with zeal and intelligence, and the pupils are able to give a clear and correct account of the great phenomena of nature. Good useful text-books are read. It is a matter of regret that no good text-book is available for teaching the physical geography of South Africa; few pupils can explain the causes of the prevailing winds or of the great variation of rainfall in the Colony.

Arithmetic is very unevenly taught. I frequently find that children fail to pass in this, after passing in the other subjects prescribed for a standard. In girls' schools, too little time is given to this study, but the great cause of failure is the neglect of constant revision. Inferior and thoughtless teachers, having satisfied themselves that their pupils understand a rule and can readily solve examples, pass on to the next and do not afterwards refer to the simpler one. In the First-class and best Second and Third-class Schools, however, failure is rare, and the highest rules, including the extraction of roots, are attempted with success.

At Cradock, Somerset East, Tarkastad and Graaff-Reinet are *Infant Schools* in connection with the Public Schools for Girls, but only one—that at Cradock—comes up to the level of modern requirements. The teaching is thorough, interests the little pupils, and brings them with ease to the first standard. Much time is, of course, taken up with singing and other exercises. The children, in consequence, have a real liking for school, and do not consider attendance a burden.

In some girls' schools *needlework* is well taught; in very many it seems to be thrust into the back-ground, and at inspection the display of specimens is very meagre. Too much time is given to fancy work, to the neglect of good plain sewing. I was pleased to find in the school at Colesberg that each girl exhibited a small square of white calico containing specimens of the different kinds of needlework taught, hemming, seaming, darning, button-holing, marking, &c. This is an excellent plan, especially in the elementary stages of progress. Other schools, again, show children's dresses, underclothing, &c., made up. With grown-up girls this is preferable.

A little progress has been made with *object-lessons*. Many schools are supplied with Oliver and Boyd's Cards, but not much use has been made of them. The mode of teaching is for the teacher to read the letter-press under the picture, and to make running comments, pointing out the different objects named. The children in turn are required to answer questions on what has been read. In one mission school, I found the excellent plan adopted of requiring the highest class to reproduce the substance of the lesson in the shape of a short essay.

A beginning has been made in many schools with *free-hand drawing*. The common mode of instruction is to place a drawing book in front of a child and request him to make a copy of the figure before him. Hardly any explanation is given and there is little blackboard work. As the teachers themselves acquire increased facility in drawing, the work of their pupils will improve. In a few schools really good advanced work is done.

The teaching of *Greek* and *Latin* is chiefly confined to First-class schools for Boys, and *French* finds a place in good Girls' Schools. The lines laid down by the University for the School Honours and Matriculation Examinations are closely followed. It is generally a pleasure to examine in these subjects, as they are taught by well qualified teachers, who have the interests of their pupils at heart, and are extremely disappointed at the failure of a pupil to pass the examination.

Algebra and *geometry* receive equal attention. In *Algebra* quadratic equations is the usual limit of progress. Even in schools of a lower grade I have usually found the work accurate so far as it goes, and the knowledge of principles possessed by the scholars clear and readily available. *Geometry* is also taught as a science, and not as a mere learning of propositions by heart. The boys are, as a rule, carefully taught to apply the principles to the solution of problems, and are wonderfully successful.

The only physical sciences besides geography taken up by first-class schools are *chemistry* and *physics*. In several schools there are small museums and useful laboratories where the simpler experiments are successfully performed. While the knowledge of these subjects cannot be called very extensive, it is accurate, methodical, and useful for after life. Botany, mineralogy, geology, &c., are wisely omitted from the list of studies when so many other subjects require to be taken up.

The First-class Schools at Bedford, Burghersdorp, Carnarvon, Cradock, Dordrecht, Murraysburg and Richmond, and the Gill and Graaff-Reinet Colleges are in excellent order, and compare favourably with similar institutions in the Colony that I have had occasion to visit in former years. The school at Aliwal alone has been declining for some years; but, as changes have been made since my last inspection, an improvement is to be looked for.

Graaff-Reinet College formerly drew a grant of £400, and was supposed to do the work of a high school. For many years it remained in a languishing state, and was certainly not fulfilling the object of its existence. It has lately been reorganised. The Council have secured the services of three highly-qualified masters, and the institution is now placed directly under the Education Department, and receives a grant as a First-class School of the higher grade. The numbers have never been so high as at present.

In the First-class Schools for Girls in my circuit the work, as a rule, is not so thorough as in the Boys' Schools. One reason is that too much is attempted. In one such institution I found physiology, metaphysics, etc., placed on the programme of studies. It did not surprise me when the majority of the girls failed in so elementary a subject as arithmetic. The sooner parents, managers, and teachers recognize the fact that sound elementary instruction is the first requisite for a child, the better. It is gratifying to be able to note that there is improvement in physical education, and that a good system of gymnastics is now taught in Girls' Schools.

The school accommodation provided is generally very fair. The girls' schools especially have good, large, cheerful rooms. Even in such remote villages as Cathcart West and Warrenton I was agreeably surprised to find neat, roomy buildings, with abundance of light and air, and good furniture of an approved pattern. The round, dark Kafir-hut of Herschel district is gradually giving way to substantial rectangular buildings, where the children are comfortably seated, and can see to read and write. In many mission schools the building serves as a Chapel on Sunday, and a school-room during the week. The lighting and ventilation are generally good, but the benches being designed to seat adults at divine service are too high to be comfortable for children.

With regard to furniture and apparatus there is little to remark. Most schools have comfortable seats with desks to match, and in several instances the folding desk is used. In every school there is at least one black-board;

the supply of maps is good, and in the junior departments there is an adequate number of reading-cards, arithmetic frames, &c.

The languages spoken and taught in the schools in my district are English, Dutch, Kafir and Sesuto. Not being acquainted with the last two I am forced to use an interpreter to assist me. In the larger towns English is understood as the colloquial tongue, and there is no difficulty in teaching children to read it. The difficulty is felt however in country schools and in mission (coloured) schools in towns, where Dutch is the home language of the children. Most teachers wisely begin with Dutch, and when some progress has been made, English is commenced, the children as they read translating each word or expression into the mother-tongue. Where the teacher uses good, grammatical Dutch a double advantage is gained. Frequently, however, only colloquial Dutch is used for translation. The grammar of the Dutch language is in most cases carefully taught. I find that most parents and teachers are anxious that the child should study English thoroughly, believing that a sufficient knowledge of Dutch will be insensibly acquired in the process. The truth is that most Dutch parents teach their children to read Dutch at home, and pay their money to have their children taught English.

In Mission Schools the teachers generally content themselves with teaching their pupils to sing hymns by ear; but in schools for white children more is attempted. There are appropriate songs often learned from notes. The children are taught the use of the modulator and the meaning of time. In the Girls' School at Tarkastad, music is systematically taught in classes on Hullah's method. The teacher is a thorough musician and the results of her work are excellent. The whole school sang to me a short oratorio, written for juvenile voices, in good time and tune, and with admirable expression. I should be glad to see this example imitated.

An attempt was made last year to found an Art School at Kimberley. Provided a thoroughly qualified art master is appointed, there is no reason why such a school should not be established. It seems absurd, however, for the inhabitants to begin such a school when there is no good public school for boys in the town.

In 1884 an Act of Parliament was passed, enabling the Town Council of Kimberley to erect school-buildings, establish schools, pay teachers, and appoint an inspector. The Council called me in to assist at their deliberations on this matter, and finally requested me to inspect all existing church and other large schools, and to allocate to each a fair proportionate grant to be paid from the municipal funds. With the consent of the Department of Education, I inspected the schools, and drew up a report shewing the nature and quality of the education given, and the number of children in attendance. On this basis a scale of municipal grants was drawn up. At the same time I pointed out that the Council might take all these schools under their own management, and receive grants from the Government like any other managing body. My report was approved of, but has not been acted upon. Nothing, in fact, has been done though a year has passed. Kimberley has no First-class School for boys, and is indebted to the Roman Catholic and English Churches for the education of its girls. Leaving out the two really good schools connected with these bodies, education is at a low ebb in Kimberley.

The division of Herbert has only one small Third-class school connected with the Department of Education, and Hay has none whatever. The divisions of Aberdeen, Barkly East, Barkly West, Colesberg, Hanover, Hopetown, Jansenville and Victoria West, though entitled to First-class Schools, are contented with Second-class ones.

The working of the Amended Regulations for Farm School Grants is not yet thoroughly understood, but much interest is taken in the matter by farmers and clergymen. Already an encouraging number of farmers in my

1.

district have applied for grants, and I hope to see the system extend year by year. The appointment of the teacher of the leading school of a division to act as temporary inspector of the Farm Schools is a step in the right direction. When he is a man of energy and has won the confidence of the farmers he can, by his advice, extend the number of schools, and it will be his own fault if the more promising pupils are not drafted off to his own school to pursue their studies.

It gives me pleasure to acknowledge the lively interest which the clergy of all denominations evince in the cause of education. It is chiefly through their instrumentality that schools have been erected in the remoter districts. In several instances the Civil Commissioners have also lent a helping hand. I am also greatly indebted to the press for readily publishing letters explanatory of the Colonial system of education and the conditions on which grants are issued. In many divisions I have addressed the Divisional Council in writing, asking the members to co-operate in extending education among the farmers in their several wards, but very little has been accomplished by this means.

In the remoter districts the elementary teachers are frequently quite unacquainted with what improvements are being made in the educational world, what new methods are being introduced, what new school-books are published, and even what is required by the Department of Education. If the district were not so large, a teachers' association might be started; but it is impossible to fix on any point at which the teachers could assemble except at great expense and inconvenience. A great want, too, is a periodical where educational news could be communicated, all projected improvements discussed, and the teachers could ventilate their grievances. The only medium at present is the ordinary newspaper, which is very rarely used in this manner.

The following is a resumé of the schools in my district:—

Public Schools, Order A.				
Class I.	...	...	...	17
Class II.	...	...	...	17
Class III.	...	...	...	14
District Boarding Schools, Order D.				2
Mission Schools, Order B....				42
Aborigines' Schools, Order C.				2
Applying for Grants				2
Total				96

After inspection, these schools fall to be classified as follows:—

Excellent	...	...	...	12
Good	...	...	...	16
Fair	...	...	...	48
Unsatisfactory	...	...	...	16
Not Inspected	...	...	...	4
Total				96

The subjoined list contains the names of the schools, arranged according to quality:—

<i>Excellent.</i>				
1. Bedford (Boys)	...	...	...	A I
2. Burghersdorp (Mixed)	...	...	...	A I
3. Cradock (Boys)	...	...	...	A I
4. Cradock (Girls), Preparatory Department	...	...	...	A I
5. Gill College, Somerset East (Boys)...	...	...	...	A I
6. Graaff-Reinet College	...	...	...	A I
7. Murraysburg (Mixed)	...	...	...	A I
8. Richmond (Boys)	...	...	...	A I

9. Colesberg (Mixed)	...	...	...	A II
10. Hanover (Mixed)	...	...	...	A II
11. Hopetown (Mixed)	...	...	...	A II
12. Somerset East (Girls)	...	...	...	D

Good.

1. Aliwal North (Girls)	...	...	...	A I
2. Bedford (Girls)	...	...	...	A I
3. Carnarvon (Mixed)	...	...	...	A I
4. Middelburg (Mixed)...	...	...	...	A I
5. Lady Grey, Aliwal N. (Mixed)	...	...	...	A II
6. Driefontein, Cradock (Mixed)	...	...	...	A III
7. Elandshoek, Aliwal N. (Mixed)	...	...	...	A III
8. Taaiboschfontein, Richmond (Mixed)	...	...	...	A III
9. Cradock, Wesleyan Mission...	...	...	...	B
10. Graaff-Reinet, Dutch Church, Stockenström Street	...	...	...	B
11. Do. Independent Mission	...	...	...	B
12. Do. Roman Catholic	...	...	...	B
13. Kimberley, St. Cyprian's Eng. Ch....	...	...	...	B
14. Bensonvale Training Institution	...	...	...	C
15. Dulcie's Neck Do.	...	...	...	C

Fair.

1. Cradock (Girls)	...	...	...	A I
2. Graaff-Reinet (Girls)	...	...	...	A I
3. Richmond (Girls)	...	...	...	A I
4. Tarkastad (Girls)	...	...	...	A I
5. Aberdeen (Mixed)	...	...	...	A II
6. Barkly East (do.)	...	...	...	A II
7. Beaconsfield (do.)	...	...	...	A II
8. Britstown, Richmond (Mixed)	...	...	...	A II
9. Cathcart West (Mixed)	...	...	...	A II
10. Jansenville (Boys)	...	...	...	A II
11. New Bethesda, Graaff-Reinet (Mixed)	...	...	...	A II
12. Prieska (Mixed)	...	...	...	A II
13. Venterstad, Albert (Mixed)...	...	...	...	A II
14. Victoria West (Mixed)	...	...	...	A II
15. Adendorp, Graaff-Reinet (Mixed)	...	...	...	A III
16. Damfontein, Aliwal N. (do.)	...	...	...	A III
17. Klein Beyersfontein, Victoria W. (do.)	...	...	...	A III
18. Warrenton, Kimberley (Mixed)	...	...	...	A III
19. Molteno (Mixed)	...	...	...	A III
20. Moordenaars Poort, Middelburg (Mixed)	...	...	...	A III
21. Commadagga	...	...	...	D
22. Burghersdorp, Wesleyan Mission	...	...	...	B
23. Carnarvon Rhenish Mission	...	...	...	B
24. Colesberg, Dutch Church	...	...	...	B
25. Do. English Church	...	...	...	B
26. Do. Wesleyan Mission	...	...	...	B
27. Graaff-Reinet, English Church Mission (Kafir)	...	...	...	B
28. Do. Independent Mission (Basutos)	...	...	...	B
29. Pniel, Barkly W., Berlin Mission	...	...	...	B
30. Herschel, Wittebergen, Wesleyan Mission	...	...	...	B
31. do. Mehlomakulu's do.	...	...	...	B
32. do. Manxeba's Kraal do.	...	...	...	B
33. do. Bamboes Spruit do.	...	...	...	B
34. do. Hohobeng French Mission	...	...	...	B
35. do. Sethaleng do.	...	...	...	B
36. do. Qibira, English Church...	...	...	...	B

37. Herschel, Qoboshani, English Church	...	...	B
38. do. Walaza's Kraal do.	...	...	B
39. do. Kimberley, St. Matthew's do.	...	...	B
40. do. All Saint's, Beaconsfield	...	...	B
41. Middelburg, Wesleyan Mission	...	...	B
42. Murraysburg, Dutch Church	...	...	B
43. Richmond do.	...	...	B
44. Somerset East, Independent Mission	...	...	B
45. Victoria West, Dutch Church	...	...	B
46. do. English Church	...	...	B
47. Wodehouse, Macubeni, Wesleyan Mission	...	...	B
48. do. Tafelkop do.	...	...	B
49. Kimberley, St. Paul's Rhenish Mission (Grant applied for).			

Unsatisfactory.

1. Aliwal North (Boys)	...	...	A I
2. Newton, Kimberley (Mixed)	...	...	A II
3. Jamestown (do.)	...	...	A III
4. Naauwpoort, Colesberg (do.)	...	...	A III
5. Patriotsklip, Aliwal North (Mixed)	...	...	A III
6. Aberdeen, Dutch Church	...	...	B
7. Aliwal North, Primitive Methodist	...	...	B
8. Boetsap, Barkly West, English Church	...	...	B
9. Graaff-Reinet, Dutch Church, Coloured	...	...	B
10. Herschel, N dofela	...	...	B
11. do. Tapoleng	...	...	B
12. Jansenville, Wesleyan Mission	...	...	B
13. Kimberley, Newton do.	...	...	B
14. Middelburg, Dutch Church	...	...	B
15. Somerset East, Wesleyan Mission	...	...	B
16. Tarkastad do.	...	...	B
17. Kimberley, Bean Street, Wesleyan Mission (Grant applied for).			

In conclusion, while it must be remembered that my district consists in many parts of barren karroo, and has a thinly scattered population, I am glad to be able to point out that a large majority of the schools are in a satisfactory condition, that there is a steady improvement in the quality of the teaching, and that the number of schools continues to increase.

I have the honour to be,

Sir,

Your obedient Servant,

JOHN SAMUEL,
Dep. Inspector of Schools.

REPORT on the state of Education in the Southern Districts, comprising the Divisions of Port Elizabeth, Albany, Bathurst, Alexandria, Uitenhage, Humansdorp, Uniondale, Willowmore, Knysna, George, Mossel Bay, Oudtshoorn, Lady Smith, Riversdale, Swellendam, Caledon and Bredasdorp, by Mr. J. H. Brady, B.A., Deputy Inspector of Schools.

January 22, 1886.

LANGHAM DALE, Esq., M.A., LL.D., Superintendent-General of Education.

SIR,—I have the honour of submitting to you a brief general report on the condition of the schools inspected by me during the year 1885. In that period I examined 202 schools, having 10,351 pupils, of whom there were present at inspection 8,214, whose distribution among the various orders and classes of schools and attainments in the elementary subjects of instruction can be seen in the accompanying table.

[TABLE I.]

Showing Number, Distribution, and Attainments of Pupils.

	No. of Schools.	No. of Teachers.	Pupils Registered.	Pupils present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Order A.—Class I.	16	51	1,105	1,003	203	146	192	285	118	59
II.	21	30	664	603	109	97	145	147	71	34
III.	57	62	1,323	1,127	443	261	231	163	26	3
„ B.	89	180	6,626	5,079	3,035	954	623	398	61	8
„ C.	1	4	38	37	1	1	9	16	8	2
„ D.—District Boarding School	1	6	56	55	6	5	12	12	10	10
Boarding dept. of U.P.S.	10*	..	86*	86*	..	..	..	..	..	..
Special ..	1	1	130	..	..	..	..	..	..	..
Unaided ..	16	20	409	310	139	57	61	43	5	5
Total ..	202	354	10,351	8,214	3,936	1,521	1,273	1,064	299	121

From this it will be seen that about 48 per cent. of the pupils are below standard; though it must not be supposed that all these children are absolutely ignorant: on the contrary many are well advanced in the elements of reading, spelling, and writing, but have not yet done the arithmetic necessary for Standard I. On the other hand, 1,484 pupils, or more than 18 per cent., have got as far as, or beyond, the 3rd Standard, *i.e.*, they at least read, write, spell, and do plain examples in the simple and compound rules of arithmetic, and know a little about the elements of geography.

* Included in U. P. S. Return.

I. SUBJECTS OF INSTRUCTION, METHODS OF TEACHING, ETC.

I will now remark on the subjects of instruction, the methods used in teaching, and the character of the results as actually ascertained by inspection.

Reading.—This subject, more than any other, suffers from the fact that, throughout the greater part of my district, the inhabitants speak a language different in sound, inflection, and construction from that, either English or Dutch, taught in the schools. But the chief reason of the bad reading which, I am sorry to say, prevails, is the bad teaching, or rather the utter absence of any teaching as a rule in this subject, particularly in the lower and infant classes, which are generally taken simultaneously in a monotonous sing-song through their reading books or cards which they soon get to know by heart, without any attempt being made to get them to speak distinctly and with good modulation. In the higher classes the pupils are often allowed to stumble through their respective portions in an indistinct, unintelligent, lifeless fashion, receiving perhaps at the end a short exercising in spelling and the meanings of the *words*, no pains, however, being taken to see that they understand the *passage* as a whole, and read it with expression and taste; and no endeavour being made to render the lesson interesting and instructive.

The Dutch reading, as might be expected, is better than the English, as far as regards fluency and expression, but inferior in correctness. The subject suffers from the almost universal unsuitableness of the text books; in many schools the only one being the Bijbel or Kinderbijbel, preceded in the infant classes by the equally unsatisfactory Spel-en-Leesboek. I am doing my best to introduce cheap interesting and properly graduated books, and hope to see improvement soon.

Spelling.—This subject is very satisfactory.

Writing.—This is perhaps the subject which most accurately and invariably reflects the quality of the teaching. By the help of proper methods, and a due amount of supervision and direction, every child can quickly be got to write well. In some few schools I have found the subject thoroughly well taught, and the results, from the lowest classes upwards, excellent; but, in the great majority of cases, the writing, even when neat, is shapeless and unpromising. The causes of this state of things are various:—

- (i.) An absence of class teaching and black board demonstration.
- (ii.) The want, especially in the poorer schools, of printed copies and slate head lines.
- (iii.) The want, in many schools, of proper desks to write on, especially in the lowest classes.
- (iv.) The use of short, stumpy pieces of slate pencil, which renders a proper position of the hand impossible.
- (v.) The too early practice of transcription, to the exclusion of copy writing,
- (vi.) Ignorance of method on the part of the teacher:—I have met with cases in which young children just beginning to write had copies set in a pointed, shapeless small hand on an unruled slate.
- (vii.) The fact that in a great number of schools one teacher has to do all the work. No one who has five or six different classes to attend can avoid neglecting some of them in some of their subjects; and there seems to be a general notion that writing can be most safely left to the pupils' unaided endeavours.

Grammar.—Grammar is taught nearly everywhere, except in the lowest grade Mission Schools. The results on the whole are fair, and will be better when the idea that analysis has to be taken separately from parsing is exploded.

Arithmetic.—I have found that, generally speaking, plain straightforward examples in the elementary rules of arithmetic are correctly and neatly worked, but that no attempt has been made by the teachers to show how these rules are applied to the questions which arise in the ordinary course of household and business affairs. I have been in the habit of setting children presented for Standard III. some such sum as this:—“A man bought 53 sheep at 16s. 10d. each, and sold them at 19s. 2d. each, how much did he gain?” I do not think that 1 per cent. tried it; and, on my writing it on the black board, I have been told by teachers several times that the class did not do proportion! The higher rules, except in a few of the best schools, are not very efficiently taught; the vulgar fractions, even when right answers are obtained, are worked in an unmethodical, confused, cumbrous fashion; the pointing in division of decimals is uncertain, the reason of the rule being hardly ever explained; and the simple and easy unitary method in rule of three is very seldom taught.

History.—Good results are obtained in British and Cape history in the few schools in which the subjects are taken.

Geography.—Geography is taught in nearly every school, and the results, as far as the teaching of the subject extends, are good. As a rule, however, the pupils have merely learnt lists of names and the positions of places on a map. In not a few schools I have found that children have learnt, and can glibly and correctly repeat, lists of capes, peninsulas, etc., without having any notion of what a cape or a peninsula is. Now, from an educational point of view, all this is merely a waste of time; the children would have received quite as much benefit if they had been set to learn by heart a few lines of a Sanscrit poem. I hope, however, that, by the introduction of geographical readers, a truer notion of the scope of geographical teaching will be obtained, and the lessons will be made more interesting and instructive, and of greater use in giving the pupils some idea of the peoples, products, wonders and beauties of the world they live in, and of the great universe of which that world is an atom.

Elements of Natural Science.—As a rule the only science taken in the elementary schools is physical geography, a beautiful and valuable subject if properly taught; unfortunately, however, in most cases, it is not properly taught, but degenerates, as does every subject in which the error is possible, into a learning by heart of definitions and lists, to the complete neglect of the study of the physiographical part of the subject, the explanation of principles, and the evoking of habits of intelligent observation. In some few schools the elements of botany or human physiology are taught. I shall endeavour to introduce a small text book on agriculture, graduated to meet the requirements of Schedule IV. of the English Educational Code of 1884.

Infant Schools.—The work in the infant classes is, as a rule, dull, mechanical, and unprofitable. The cause of this state of things is the want of qualified teachers, of special apparatus, and of separate school rooms.

Needlework.—Needlework seems to be pretty generally taught in the Mission schools, and also in some few of the undenominational public schools. The results, as far as I can judge, are very good; and, in some cases, really excellent specimens of plain needlework have been shown to me. Too often, however, when all the materials are supplied by the school authorities, who sell the resulting garments, there is a greater or less tendency to look upon the pupils as workwomen instead of learners. The teacher does all the cutting out, fastening together, and even the folding of the hems and gathers: all the pupil does is the mechanical sewing. I should like to see the girls themselves taught to do all this, and rendered capable of making simple garments from the measuring and cutting out to the finish. I should also like to see them encouraged to bring their own work wherever possible; and, above all, taught, and if necessary compelled, to mend the tatters in their own and their brothers' garments.

Object Lessons.—Lessons in natural objects have been given in scarcely any of the third class and mission schools, except those which I inspected last year, and not in all of them. Even when they are given, the teacher as a rule blindly and exactly follows the lines of the English card, failing entirely to recognize the real object and importance of such lessons and the necessity of adapting them to local requirements.

Freehand Drawing.—Drawing is taught more or less systematically in 8 schools (not counting the special institutions at Port Elizabeth and Graham's Town), to 255 pupils. Methods and results are as yet of a rather low order; but it is cheering to find a beginning made in the practice of this useful art. In England the subject is now beginning to take the place it should have, and which it has long had in continental countries. The absolute necessity of its inclusion in the educational scheme of any state which would have skilled artizans and tasteful designers among its citizens is at last fully recognized. But, apart from this consideration, its value simply as an educational instrument cannot, I think, be over estimated. I hope soon to see it taught as universally as its twin sister, writing.

Higher Subjects of Instruction.—

[TABLE II.]

Showing the state of Higher Education in the Southern Districts.

SUBJECT.	Number of Schools in which the subject is taught.	Number of Pupils learning.	Number who are doing work of the Standard of the Intermediate Examination.	Ditto Matriculation.	Ditto School Honours.	Number at Lower Stages.
Latin	21	234	1	15	58	160
Greek	6	24	...	2	4	18
English Language and Literature	1	8	...	...	8	...
French	11	106	...	...	11	95
German	2	6	...	...	...	6
Dutch (apart from mere Reading and Dictation)	13	135	1	4	36	94
Algebra	18	119	1	15	32	71
Geometry	16	92	1	12	8	71
Trigonometry	1	1	1	...	...	...
Chemistry	2	12	} Not examined.			
Botany	2	6				
Electricity and Magnetism	1	4				
Animal Physiology	1	1				

Classical Languages.—The study of the classical languages is, as a rule, in a backward and very unpromising state; the text books used are often out of date, the methods mechanical, and the results poor.

Modern Languages.—The modern languages, generally speaking, are satisfactorily taught; the best results, as might be expected, being shown in Dutch, the grammatical study of which I hope to see more generally taken up in my district. The text-books used in the French classes are nearly always of a very old fashioned, unscientific type.

Higher Mathematics.—Algebra, as a rule, is well taught. In Geometry, as far as regards knowledge of the definitions, etc., and ability to say or write out the propositions, the result was good; but there was scarcely ever an attempt made to do the easiest order; and, therefore, I cannot help coming to the conclusion that the pupils had not got as intelligent instruction in the subject as they should have had. I think a course of geometrical drawing taken along with the logical geometry would make the latter subject easier, more interesting, and more useful.

Physical Training.—One school has a cadet corps, and at two schools the pupils are systematically drilled. Scarcely any schools have gymnastic apparatus, and very few have enclosed playgrounds.

II. PROGRESS DURING THE YEAR.

As much of the Southern District was new to me, I cannot give any decided opinion concerning improvement or deterioration in organization, discipline, and the like, throughout my district as a whole. I found invariably that the teachers and managers listened willingly to criticism, were grateful for advice, and, as far as their means or ability permitted, carried out my suggestions. In schools which I had visited before, great improvement had been made during the past year in the classification of the pupils. Of scholars presented to me for inspection during the year 1885, who had also been present at inspection in the year 1884, 64 per cent. reached a higher standard than they did at the previous inspection, 35 per cent. were placed in the same standard, and 1 per cent. dropped a standard. This result cannot be called very good; but, when the facts of the case are taken into consideration, it will be seen that, on the whole, it is not altogether unsatisfactory. The step from one standard to another is here greater than in England, where each standard is intended to represent a year's work for pupils in regular attendance at excellently provided schools, and under carefully trained teachers. I need not point out the inevitable difference between the comparatively perfect English educational apparatus and that of this Colony; but it should be borne in mind that, apart from this consideration, the irregularity of attendance in the country districts is quite sufficient to account for the greater part of the 36 per cent. who failed to reach a higher standard. Most of my schools are in the agricultural districts, and many of the bigger boys are kept away for months in the year to help in farming operations. During the reaping season some schools are nearly empty.

III. SCHOOL BUILDINGS, APPARATUS, ETC.

As a rule the furniture, apparatus, and accommodation for teachers and pupils of first and second class schools are fairly satisfactory; but very often the third class school is held in some farm outbuilding, with clay floor, and an altogether insufficient supply of furniture, books, and other school apparatus. One of the most fruitful sources of inefficiency, and one, I think, which might be remedied, is the want of separate infant school rooms. In many of the mission and third class schools the infants are taught in the same room, and often by the same teacher, as the more advanced classes. This cannot fail to be fatal to the progress of both. Very young children require methods and treatment altogether different from those which should be used in the case of their seniors. They must have plenty of room, and their work must be lively and interesting, more or less of the nature of play, and with abundant opportunity for movement and noise. This is impossible when older children are to be taught in the same room; and so one very often finds arranged against the walls of a school room a number of patient little mortals with stolid faces and folded arms, who, week after week and month after month, as far as their school life goes, are taught little else than to sit still and keep down all the energy and life in them. Separate infant school rooms are absolutely necessary. With regard to mission schools, one is

forced to the conclusion that Government is spending either too much or too little on them. The annual grant to all the schools of this class in my district is about £4,800, and for this comparatively small sum about 7,300 children are enabled to receive an education which is otherwise unattainable, and which, by a small additional expenditure, might be made, in most cases, fairly satisfactory. In some of these schools it seems almost as though no good were being done, owing in great part to want of apparatus, which the people themselves cannot possibly supply. A small extra grant from Parliament to enable free gifts to be made of such things as slates, pencils, copy-books, full series of properly graduated English and Dutch reading books and the like would increase the efficiency of all these schools, and, in the case of some, would be the only means of rendering useful the expenditure of the existing much larger grant. The people who already make great sacrifices in sending their children, often very regularly, to school, and in paying, in many cases, the school pence, cannot do more than they are doing; nor can the various religious bodies who keep up the schools. I think that, even on the score of economy, Government should do this. Very few of the schools are provided with sanitary conveniences. In many cases the supply of maps is insufficient; no school in which geography is taught at all should have less than three—the world in hemispheres, Europe, and South Africa. Many, however, have only one, either the world or Mercator's projection, which is very misleading to children, or a small library map of South Africa. In some few schools the attempt is made to teach geography without map or atlas.

Many schools are unprovided with clocks, without which regularity is impossible.

IV. DIFFICULTIES ARISING FROM THE TWO LANGUAGES.

In the greater part of my district little else but Cape Dutch is spoken by the people; but this causes little difficulty if the teachers are efficient and thoroughly familiar with Dutch and English. The latter is of course a foreign language; and, out of school, the children seldom speak or hear a word of it. In school, however, if they are accustomed to translate their Dutch reading lesson into English, and their English into Dutch, or into their own patois, they seem to get a fair mastery of English, although naturally they very often fail to acquire a good accent, and their reading is not as good as that of English children of the same or even lower general attainments. A great drawback to the efficiency of some of the smaller country schools is the presence of children who, for some reason or other, are not allowed by their parents to learn English. Such children not only invariably fall behind the others in such subjects as geography, arithmetic, and grammar, but also do their Dutch reading and dictation worse than the children who take both languages in the ordinary course. The mischief, however, is not confined to them, but, on account of the interference with compact classification, injuriously affects the whole school.

V. CLASSIFICATION OF SCHOOLS ACCORDING TO MERIT.

In accordance with your instructions, I have looked over my notes, and, after full and careful consideration, have classed the schools in my district as follows:—

Of the 202 schools inspected (not counting boarding departments of public schools), I think that

26	schools, or about 13 per cent.,	should be classed excellent.
49	”	24 ”
80	”	40 ”
47	”	23 ”
		” good.
		” fair.
		” unsatisfactory.

VI. GENERAL OBSERVATIONS AND SUGGESTIONS.

A perusal of the preceding portion of this report can leave little doubt in any mind as to what I consider the chief weakness of the schools in my district: it is undoubtedly the want of training on the part of the teachers. I cannot give exact statistics on this point, but very few of them have received the slightest preliminary training. They are, in fact, so unacquainted with the elements of the science and art of education that they cannot even learn the lessons of experience. I have found teachers of many years' standing who have not yet found out the necessity of classification of pupils and the regular division of the school day by means of a time-table. Another source of weakness is found in the character of the people themselves: firstly, in the sparseness of the population, which only allows of the establishment of small schools, which cannot inspire in the children the emulation and *esprit de corps* of the larger schools, nor, as a rule, be officered by such well qualified teacher; secondly, in their poverty, which, in many places, renders it difficult, if not almost impossible, to start properly equipped schools; thirdly, in their want of combination and energy, which often permits them to be satisfied with weakly complaining of their inability through poverty to make a suggested improvement in building or furniture, when, by a little united effort, they could themselves effect the addition or alteration with little or no expenditure of money; and fourthly, in their want of education, which makes them think that, having had little or no schooling themselves, their children need no more.

I would make the following suggestions:—

(i.) That the bringing into the Colony of properly qualified trained teachers for the higher schools be encouraged.

(ii.) That, in public schools, and in the better class mission schools, no appointment of an uncertificated teacher be sanctioned in future.

(iii.) That a liberal provision be made for apprenticing pupil teachers of both sexes to certificated masters and mistresses at approved schools; or, in other ways, for providing some training for the elementary teachers.

(iv.) That free gifts of necessary books and apparatus be made, on Inspectors' recommendation, to the poorer mission schools.

(v.) That lists of approved text-books be printed and circulated for the information of teachers and others.

(vi.) That specimen filled up time-tables and empty forms be printed and circulated among the teachers of elementary schools.

(vii.) That a minutely specified schedule of standards, on the lines of that which I had the honour of submitting to you a short time ago, be adopted.

(viii.) That separate infant class rooms be insisted on wherever the number of children below Standard I. is sufficient to justify or necessitate an infant teacher; and that the authorities be encouraged to provide the requisite special apparatus, and to make the school room bright and cheerful by means of cards and coloured prints.

(ix.) That instead of all the members of a school committee retiring at the end of their term of three years, the regulation be altered so as to provide that a third part of them should retire every year. I think that by this means a much needed element of stability would be supplied.

I have, &c.,

J. H. BRADY.

V. Report on the state of Education in the Eastern Districts by Mr. F. Howe Ely, Deputy-Inspector of Schools.

The districts assigned to me last year were Glen Grey, Queen's Town, Cathcart, Stutterheim, Komgha, East London, King William's Town, Peddie, Victoria East, Fort Beaufort, and Stockenström.

In these districts I inspected 31 higher and 139 elementary schools. The pupils were arranged under Standards, as follows:—

HIGHER SCHOOLS.

(1ST AND 2ND CLASS UNDEN. PUBLIC SCHOOLS AND TRAINING INSTITUTIONS.)

No. of Schools.	On Books.	Present.	Below St. I.	St. I.	St. II.	St. III.	St. IV.	St. V.
31	2,211	1,960	378	260	423	475	224	200

LOWER SCHOOLS.

(3RD CLASS UNDEN. PUBLIC SCHOOL AND MISSION SCHOOLS.)

No. of Schools.	On Books.	Present.	Below St. I.	St. I.	St. II.	St. III.	St. IV.	St. V.
139	6,523	4,761	2,424	901	932	444	57	3

TOTAL.

No. of Schools.	On Books.	Present.	Below St. I.	St. I.	St. II.	St. III.	St. IV.	St. V.
170	8,734	6,721	2,802	1,161	1,355	919	281	203

NOTES ON SUBJECTS TAUGHT, &c.

READING.

In higher schools—good. I have once or twice had to complain of a want of style; but last year there was a decided improvement. As a rule, girls read better than boys.

In native schools improvement is perceptible; teachers, however, are still too much satisfied with mere verbal accuracy without regard to punctuation, and hence—especially in Kafir—the most ludicrous mistakes are frequently made.

WRITING.

In higher schools and in European elementary schools generally fair, but in native elementary schools sufficient attention is not paid to this subject.

In my last special report I said:—"The object of the writing or transcription lesson seems to be not so much to teach the children to write as to keep them employed." This remark still holds good. Children are often set to write with pencils too short to be properly held between the fingers.

I have seen an excellent combination holder for pen and slate pencil. If this could be generally introduced into the schools one cause of the bad writing so much complained of would be removed.

GEOGRAPHY, GRAMMAR, ARITHMETIC.

In most schools good.

HISTORY.

As a rule poor. There seems to be a peculiar difficulty in getting pupils to take an interest in historical studies. This may be due to the uninteresting character of the text-books in use, which too often are mere compilations of dry facts stated in a cold lifeless way. These books need to be largely supplemented by oral teaching.

ELEMENTARY SCIENCE.

Very elementary. I shall have something more to say on this subject below.

INFANT SCHOOLS.

Fourteen or fifteen schools have infant departments attached to them, but only in a few has the Kindergarten system been introduced. In the ordinary mission schools the Infant School exercises are chiefly a continual repetition of the alphabet, the multiplication table, and the formation of strokes, figures and letters.

It is in great measure due to the dreary character of Infant School work that I have recommended the withdrawal of grants to assistants in mission schools in which the ordinary daily attendance is below forty.

What we want is a better class of assistants specially trained to take charge of the little ones.

NEEDLEWORK.

Much excellent work is done in the Training Institutions, and even in the ordinary Mission Schools. I have seldom to find fault; but in the latter the teaching is of a purely mechanical kind. Almost all cutting out has to be done by Europeans as, if entrusted to the native sewing mistresses, the waste of material would be too great.

OBJECT LESSONS

Are being gradually introduced into the elementary schools, and are on the whole well given up to a certain point; but teachers as a body are too much inclined to stick closely to the text-books, and have not yet grasped the idea that the lessons are not only intended to impart facts, but also to encourage thought and to develop the latent powers of the children's minds.

FREEHAND DRAWING

Is practised in most of the higher European schools and in some of the Training Institutions, but has not yet found its way into the lower schools. Before it does that, native teachers will themselves have to overcome the initial difficulty of the straight line. As the subject has already been introduced into the Training Institutions and is required for the Elementary Teacher's Certificate, we may hope that it will gradually work down into the mission Schools.

HIGHER LITERATURE (LATIN, GREEK, MODERN LANGUAGES)

HIGHER MATHEMATICS (ALGEBRA, GEOMETRY,) &c.

In very few schools is anything more attempted than the work for the University Elementary, or School Honours Examination. In four schools—two of them Training Institutions—the subjects for matriculation are read, and in one, a few pupils go on to the subjects required for the intermediate.

PHYSICAL SCIENCE.

I do not consider that this subject is satisfactorily taught in the majority of schools. A text book is taken and the pupils are coached up in it, but very little practical instruction is given, and consequently the study has none

of that fascination which it ought to possess for young minds. I believe that chemistry is taught experimentally in only three schools. Chemistry without experiment and botany or geology without field work can have very little attraction for the student.

DISCIPLINE

Good. I have seldom to report that discipline is lax; very seldom that it is actually bad.

BUILDINGS, &c.

The public school buildings throughout the district assigned to me may be considered good. The huts in which mission schools are kept are for the most part as good as can reasonably be expected. Occasionally I have to report that the huts are out of repair—the thatch being generally the weak point; but they are in a very different condition from what they were in seven years ago. If a hut is so bad as to be unfit for school purposes, the temporary withdrawal of the grant quickens the tardy movements of the naturally dilatory natives and very soon causes the necessary repairs to be effected.

In public schools, too, the furniture is good, but, as may be inferred from what has been stated above, the apparatus for teaching science experimentally is often wanting.

In native schools the supply of slates and copy books is usually inadequate.

TWO LANGUAGES.

When I took over these districts in 1879 I found only English books read in the native schools. It was supposed at that time that Government discouraged Kafir and insisted upon all instruction being given through the medium of the English language. Such was the supposition, but what was the practice? As a fact English was read, but all the work of the school was carried on in Kafir. The consequence was that the professed teaching of English was a sham. Teachers and taught prided themselves on the fact that the latter could read English, when in reality they did not understand one word in ten of what they read. I at once applied myself to the task of remedying this evil, and by refusing to give credit for English which was not intelligently read, and by allowing Kafir dictation to count when the children failed in English dictation I have got the teachers to see that it is to their own interest to take some trouble in the preparation of the English reading lessons and to give the children regular exercises in translation from one language into the other.

But even now it is an uphill fight owing to the carelessness of many of the teachers—to which I shall again refer—who instead of giving the sense of a passage are satisfied with a literal and often absurd translation.

I have also grave fault to find with them for their habit of Kafirizing English words for which, if they would take the trouble to think, Kafir equivalents could be found.

The consequence is that a jargon is being introduced into the schools which is not Kafir, and which a genuine Kafir would with difficulty understand. A very wise rule was passed in 1884: "No certificate (teacher's) will be issued to a native unless he shows a thorough knowledge of his own language." I trust that this rule will be strictly carried out as I believe that it will have the most beneficial results.

CLASSIFICATION OF SCHOOLS.

CLASS.	EXCELLENT.	GOOD.	FAIR.	UNSATISFACTORY.
Higher (31)	-	14	6	8
Elementary (139)	-	4	31	71
				33

CONCLUDING REMARKS.

As with everything else so with education, the past year has been a time of great depression. Owing to the want of food among the natives the attendance in the mission schools has been very irregular and the task of maintaining them in a state of efficiency has been rendered extremely difficult. All that can be done is to work on patiently, and to remember that, if the fruit borne does not correspond to the labour bestowed, we are dealing with a people just emerging from barbarism and that a generation or two is but a brief space in the lifetime of a nation.

Even where schools are unsatisfactory we must attribute the fact to the force of local circumstances, and not be in a hurry to cut down lest we should be destroying the germ of some future good.

Where the inefficiency of a school has been due to the incompetency of the teacher, I have never hesitated to recommend the immediate suspension of the grant.

The great fault I have to find with native teachers is their careless, happy-go-lucky, way of doing things. Registers and timetables are disfigured by mistakes like these: "reding," "riting," "geography," "chrildren," "attandance," "Twesday," "siming," "sining" (singing), "lessions," "bak," "withdrawn," "adimitted," "addimitted," "adimeded" (admitted.)

These are not mistakes of ignorance but of downright carelessness. If the teachers who made them were to be told they could not spell they would be highly indignant.

As the number of certificated teachers increases this fault will gradually disappear, though I am afraid it will take many a long year to instil into the native mind a due appreciation of the value of accuracy of thought, accuracy of expression, accuracy of work.

While I am not sparing of criticism where I think it deserved, I should be wilfully blind if I refused to see, and to testify to, the good done by native teachers as far as their lights go, the effect of which already discernible in many ways will only be fully felt in time to come.

I would therefore plead most earnestly for a wider diffusion of education among the natives. I pass by the obvious argument that it is the duty of the State to educate its subjects—a duty recognized by the civilized nations of Europe and America, and even by the Sandwich Islanders who a century ago were savages of the most degraded type.

I would rather urge it on the lower and more selfish ground of expediency.

- (1.) The school stations are centres of civilization, though it may be of a very imperfect and rudimentary civilization.
- (2.) It is, I believe, an acknowledged fact that in times of war the school natives have always been found on the side of law and order even when their sympathies may have naturally been with their rebellious countrymen.
- (3.) The question of parliamentary representation for the Transkeian Territories has already been raised in Parliament. Would it not be a wise step to anticipate the time when the natives of these territories shall be in the enjoyment of the franchise, and prepare them by a system of widely diffused education for the intelligent exercise of their political privileges?

For these reasons I trust that in any scheme of retrenchment the native schools may be gently dealt with; but if retrenchment must be applied to them I would recommend that it be applied from below and not from above so that the efficiency of the Training Institutions and Industrial Departments may not be impaired.

For the excellence of the work done in these institutions we have a sufficient guarantee in the character of the men and women employed in them—men and women who have devoted their lives to a cause with which the general public has but little sympathy.

In common with all who have had anything to do with native education I have had the oft repeated taunt flung at me, "You are only spoiling the natives," "The educated native is a bigger scoundrel than the savage."

This is a sweeping assertion, and like all sweeping assertions may be taken for what it is worth. It is easy enough to point the finger of scorn at the educated native who commits himself; but very little is said of the hundreds of men and women—missionaries, teachers of both sexes, interpreters, and artisans—who are doing their work quietly and unobtrusively, and leading orderly, irreproachable, Godfearing lives.

It is as just to ascribe the faults of the educated native to his education as it would be to charge science with the production of a Brinvillier or a Pritchard.

It is one thing to say that education gives a native *who is naturally a scoundrel* the power, not possessed by the savage, to carry his scoundrelism into effect; it is a very different thing to say that education *makes* him a scoundrel.

F. HOWE ELY,

Dep.-Inspector of Schools.

Seymour, 16th Jan., 1886.

NOTE.—The following extracts from the Lovedale Report for 1885 are given for reference.

S. G. E.

NATIVE FEES AND GOVERNMENT GRANT.

(A.) An erroneous impression widely exists that in Institutions aided by Government grants the natives do little for themselves. We continue the statement of the fees received at Lovedale since the system of payments was commenced. It will be seen that they amount to the large sum of *Sixteen Thousand Six Hundred and Ninety-three Pounds*.

YEAR.	NATIVE FEES.	
1870	...	Nil.
1871	...	£200 0 0
1872	...	400 0 0
1873	...	800 0 0
1874	...	1,287 0 0
1875	...	1,329 0 0
1876	...	1,665 0 0
1877	...	1,125 0 0
1878	...	636 0 0
1879	...	732 0 0
1880	...	1,140 0 0
1881	...	1,473 0 0
1882	...	2,000 0 0
1883	...	1,585 0 0
1884	...	1,367 0 0
1885	...	954 0 0
		<u>£16,693 0 0</u>

Lovedale, Total—Native Payments.

(B.) Their own contributions have been nearly equal to the public grants they have received. The fees paid at Lovedale given above, and the buildings of Blythswood and Buntingville alone prove this point. They are also making use of the education they have received. There are more than fifty native ministers of the gospel in South Africa, hundreds of teachers, a few law agents, the beginnings of medical men, two or three under-graduates of the University, at least one newspaper editor, a large number of moderately competent tradesmen, and a still larger number of young men and women, more intelligent and more capable of responsible work than the red Kafir or entirely untrained native. They have become so by being at school. The number of crimes in which education has been a direct cause or aid is not great. Cattle stealing is not a crime which can be largely traced to educated natives.

Uneducated, the natives can never be an element of strength in the country. They will neither be good workmen nor safe citizens, but only an increasingly burdensome and dangerous class.

The natives contribute a share to every branch of the revenue. They pay taxes, directly and indirectly. They use imports, and supply a not inconsiderable share of the exports. They produce a portion of what is used in the Colony. They support the railways, the telegraph, and the Post Office. And they may therefore fairly claim a share of the progressive as well as of the repressive expenditure.

VI.

RESULTS

OF

Inspection and Classification of Scholars,

UNDER THE

ELEMENTARY STANDARDS,

AS GATHERED FROM

Reports of Inspections, for the Year ended 31st December, 1885.

CAPE TOWN :

W. A. RICHARDS & SONS, GOVERNMENT PRINTERS, CASTLE STREET.

1886.

STANDARDS OF ATTAINMENTS

UNDER WHICH

THE DEPUTY-INSPECTORS ARE INSTRUCTED TO CLASSIFY SCHOLARS AFTER INSPECTION AND EXAMINATION.

REQUIREMENTS.	STANDARD I. (lowest).	STANDARD II.	STANDARD III.	STANDARD IV.
READING ..	Narrative in Monosyllables.	Narrative from an Elementary Reading Book.	Any ordinary Narrative.	Any ordinary Narrative fluently and correctly.
WRITING ..	Write on Slate Figures and Monosyllables.	Write short Sentences to Dictation, and transcribe Passages from a Printed Book.	Write an ordinary Passage, dictated slowly. Copybooks to be shown.	Write freely to Dictation, Copybooks to be shown.
ARITHMETIC ..	Simple Addition and Multiplication Table as far as 6 times 12.	Any example in Simple Rules, as far as Short Division. The Multiplication Table.	Long Division, Compound Rules (Money).	Practice, Proportion, and Vulgar Fractions (Elementary Exercises.)
GEOGRAPHY ..	.. ..	.. ..	Outlines of Political Geography.	Political Geography generally.
GRAMMAR ..	.. ..	.. ..	.. ..	Elements of Grammar, Parts of Speech, Composition of a Sentence, &c.

Standard V. will include those who have passed well in Standard IV., and have further satisfied the Inspector in (a) Vulgar and Decimal Fractions and in two of the three following subjects:—

(b) Outlines of History (England and Cape Colony).

(c) Physical Geography.

(d) Elements of Natural Science or one of these specific subjects:— Chemistry, geology, mineralogy, botany, animal physiology, principles of agriculture.

In Girls' Schools, the Laws of Health and Domestic Economy will be accepted in lieu of one specific subject. The Deputy-Inspectors report separately on the higher branches of instruction in Schools of the First and Second Classes and on the Object-lessons given in Elementary Schools; also on Free-hand Drawing and plain Needlework.

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
UNDENOMINATIONAL PUBLIC SCHOOLS.								
Class I.								
Alexandria, Girls	32	24	8	3	7	4	2	...
Aliwal North, Boys	32	31	5	6	3	9	3	5
Ditto, Girls	39	33	3	6	12	5	7	...
Bedford, Boys	36	34	1	4	5	11	4	9
Ditto, Girls	28	22	1	4	3	7	2	5
Burghersdorp	85	75	7	10	22	16	5	15
Caledon, Girls	33	32	...	...	4	16	8	4
Ditto, Preparatory Department	34	25	9	8	8	...	...	...
Cape Town (S. A. College School)	87	82	...	...	8	33	11	30
Carnarvon	34	31	...	8	2	7	7	7
Cathcart	45	41	7	6	15	8	2	3
Cradock, Boys	79	71	4	18	8	21	15	5
Ditto, Girls	63	59	...	2	16	33	2	6
Ditto, Preparatory Dept.	51	40	34	6	...	...	...	...
Dordrecht	52	51	7	8	8	7	9	12
Fort Beaufort	60	54	2	11	16	13	10	2
George, Boys	31	29	2	1	5	12	4	5
Ditto, Girls	51	45	...	4	5	20	10	6
Graaff-Reinet, Girls (Midland Seminary)	79	72	23	4	9	24	7	5
Graham's Town	85	77	3	13	14	25	12	10
Ditto, Preparatory Dept.	44	32	3	15	8	6	...	...
King William's Town, Boys (Dale College)	102	97	...	3	7	31	24	32
Do. Preparatory Dept.	80	71	18	14	26	13	...	...
Ditto, Girls (Kaffrarian Collegiate)	130	125	19	10	22	39	19	16
Komgha, Boys	30	30	1	5	4	10	5	5
Ditto, Girls	16	16	...	5	5	4	1	1
Malmesbury	125	106	...	4	35	23	20	24
Ditto, Preparatory Dept.	47	40	16	24	...	...	...	...
Middelburg	75	73	10	18	13	18	8	6
Montagu	124	113	28	15	14	26	9	21
Mossel Bay, Boys	34	32	3	5	9	8	4	3
Ditto, Girls	18	18	2	3	7	6	...	...
Murraysburg	98	93	14	15	14	21	17	12
Oudtshoorn, Boys	69	65	19	7	16	15	4	4
Ditto, Girls	57	53	11	9	18	14	...	1
Preparatory Dept., South End	29	25	17	2	4	2	...	...
Paarl, Boys	58	55	...	2	1	15	17	21
Ditto, Girls	74	67	2	5	27	14	2	17

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Panmure (East London) ...	108	96	20	16	21	19	8	12
Port Elizabeth, Grey Institute	58	55	...	...	1	23	25	6
Ditto, Elementary Dept.	66	66	7	15	20	23	1	...
Ditto, North End Branch	110	101	39	22	11	19	10	...
Ditto, South End Ditto ...	110	91	42	19	18	10	2	...
Queen's Town, Boys ...	82	58	...	1	6	23	15	13
Ditto, Girls ...	36	30	...	3	6	8	5	8
Ditto, Preparatory Dept.	25	20	15	5	...	...	...	...
Richmond, Boys ...	57	42	2	4	7	16	5	8
Ditto, Girls ...	26	23	2	4	9	8	...	...
Riversdale, Boys ...	25	22	1	3	...	10	8	...
Ditto, Girls ...	33	33	6	5	7	14	1	...
Robertson ...	141	120	21	23	18	24	18	16
Seymour ...	55	51	18	10	11	5	1	6
Somerset East (Gill College)...	57	57	3	5	11	13	9	16
Stellenbosch, Boys ...	156	149	2	13	29	24	50	31
Ditto, Girls (Bloemhof)	139	120	13	9	11	29	29	29
Swellendam, Boys ...	45	44	1	2	9	13	8	11
Ditto, Girls ...	73	69	22	4	10	18	8	7
Tarkastad, Girls ...	40	36	13	3	5	12	3	...
Uitenhage ...	68	65	8	6	11	27	11	2
Wellington, Boys ...	122	114	...	8	19	40	12	35
Ditto, Girls ...	200	194	50	16	22	32	51	23
Worcester, Boys ...	65	57	...	3	16	10	4	24
Ditto, Girls ...	116	102	24	16	14	21	6	21
Ditto, Prep. Dept. ...	36	25	13	10	1	1	...	...
Class II.								
<i>Aberdeen.</i>								
Aberdeen ...	71	54	5	13	14	14	6	2
<i>Albany.</i>								
Salem, Boys ...	36	35	5	...	2	15	6	7
Ditto, Girls ...	17	13	2	2	6	1	2	...
Riebeek East ..	35	32	10	6	4	10	1	1
<i>Albert.</i>								
Venterstad ...	57	49	8	18	13	7	3	...
<i>Alexandria.</i>								
Alexandria, Boys ...	20	16	6	4	1	4	1	...
<i>Alival North.</i>								
Jamestown ...	15	15	2	1	6	6	...	...
Lady Grey ...	52	50	16	6	10	12	6	...
<i>Barkly East.</i>								
Barkly East ...	61	54	13	11	10	16	4	...
<i>Barkly West.</i>								
Cathcart West ...	30	21	9	5	2	5	...	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
<i>Bathurst.</i>								
Port Alfred East ...	24	23	5	2	6	7	2	1
Southwell ...	34	27	6	2	6	5	7	1
Clumber ...	30	24	3	3	8	6	2	2
Port Alfred West ...	26	15	4	5	3	2	1	...
Shaw Park ...	35	29	5	3	10	6	5	...
<i>Bredasdorp.</i>								
Bredasdorp ...	34	34	1	6	6	13	5	3
<i>Caledon.</i>								
Caledon (Boys) ...	20	20	...	...	...	2	7	11
<i>Cape.</i>								
Durbanville ...	28	25	12	5	3	5	...	...
Woodstock ...	66	56	23	9	4	8	7	5
Wynberg ...	38	32	...	1	13	6	10	2
Philadelphia ...	35	27	3	7	9	1	5	2
Green Point, Boys ...	27	21	...	3	8	8	2	...
Ditto, Girls ...	45	39	14	16	1	4	4	...
<i>Colesberg.</i>								
Colesberg ...	50	43	6	3	17	9	7	1
<i>East London.</i>								
East London ...	58	53	14	8	17	9	4	1
<i>Fort Beaufort.</i>								
Adelaide ...	24	22	15	4	3	...	...	...
<i>Graaff-Reinet.</i>								
New Bethesda ...	37	30	5	5	10	6	2	2
<i>Hanover.</i>								
Hanover ...	49	43	10	14	1	12	3	3
<i>Hope Town.</i>								
Hope Town ...	50	46	7	8	9	10	5	7
<i>Jansenville.</i>								
Jansenville ...	26	21	3	5	3	6	4	...
<i>Kimberley.</i>								
Newton ...	52	45	21	11	8	5	...	...
Beaconsfield ...	76	55	27	18	8	2	...	...
<i>King William's Town.</i>								
Frankfort ...	79	74	40	14	20	...	...	...
Kei Road ...	20	19	2	2	5	7	1	2
<i>Knysna.</i>								
Knysna, Boys... ..	36	35	4	7	10	7	4	3
Dito, Girls ...	21	20	...	5	6	6	3	...
<i>Lady Smith.</i>								
Lady Smith ...	68	65	19	7	22	13	4	...
<i>Malmesbury.</i>								
Darling ...	25	19	2	3	6	5	2	1
Hopefield ...	32	28	3	5	...	8	8	4
Langebaan ...	24	21	2	...	6	5	6	2
Hooikraal ...	43	32	3	6	8	10	3	2
<i>Oudtshoorn.</i>								
Calitzdorp ...	54	51	9	12	9	14	5	2

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
<i>Paarl.</i>								
Frenchhoek	57	50	4	...	11	19	5	11
Simondium	35	31	4	3	8	3	4	9
North Paarl	75	62	10	17	7	18	5	5
Wagonmaker's Valley	40	40	5	5	6	11	8	5
Klein Drakenstein ...	27	23	1	3	...	10	9	...
Slot van de Paarl ...	68	53	2	17	9	13	8	4
Groenberg	37	36	7	11	9	4	...	5
Dal Josaphat	28	19	3	5	1	7	3	...
<i>Peddie.</i>								
Peddie	32	30	2	5	13	8	1	1
<i>Queen's Town.</i>								
Whittlesea	24	20	4	6	6	3	1	...
Sterkstroom	15	12	3	4	2	3	...	...
<i>Richmond.</i>								
Britstown	50	45	26	10	4	5	...	...
<i>Robertson.</i>								
Lady Grey	48	41	6	11	13	11	...	...
<i>Stellenbosch.</i>								
Somerset West	33	32	1	2	5	7	11	6
<i>Stockenstrom.</i>								
Upper Blinkwater ...	21	15	4	4	3	4	...	...
<i>Stutterheim.</i>								
Stutterheim	38	37	9	3	14	11	...	...
<i>Swellendam.</i>								
Heidelberg	26	26	7	2	3	11	3	...
<i>Transkei.</i>								
Butterworth	35	33	9	13	4	7	...	...
<i>Tulbagh.</i>								
Tulbagh	35	33	...	...	1	20	10	2
Ditto, Preparatory Dept.	38	33	9	8	11	5	...	...
Prince Alfred's Hamlet	58	41	8	12	7	9	5	...
Ceres	44	40	9	8	13	7	2	1
<i>Uniondale.</i>								
Uniondale, Boys	23	21	4	2	5	10	...	...
Dito, Girls	28	28	7	7	3	5	6	...
Krakeel River... ..	33	25	3	2	15	3	1	1
<i>Victoria East.</i>								
Alice	34	31	3	2	7	10	6	3
<i>Victoria West.</i>								
Victoria West	33	31	9	9	6	4	2	1
Prieska	29	26	9	4	9	4	...	...
<i>Willowmore.</i>								
Willowmore, Boys ...	27	27	3	9	3	6	4	2
Ditto, Girls	37	37	6	11	17	1	2	...
<i>Wodehouse.</i>								
Dordrecht, Girls ...	26	25	5	6	7	6	1	...

Description and place of the School.	Number of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
<i>Worcester.</i>								
Rawsonville	40	33	7	5	7	11	3	...
<i>Class III.</i>								
<i>Albany.</i>								
Kariega Valley	11	11	4	2	1	4	...	...
<i>Albert.</i>								
Molteno	20	19	9	3	3	4	...	...
<i>Alexandria.</i>								
Paterson	8	7	4	1	2	...	...	...
<i>Alival North.</i>								
Elandshoek	19	17	2	...	5	10	...	...
Patriot's Klip	32	24	22	2	...	...	...	...
Damfontein	8	8	3	5	...	...	...	...
<i>Bathurst.</i>								
Cuylerville	10	10	3	4	2	1	...	...
Kariega Mouth	22	21	14	4	3	...	...	...
Kleinmond	20	18	9	2	1	6	...	...
Bathurst	24	22	9	3	5	4	1	...
Rokeby Park	22	19	10	...	9	...	...	...
<i>Bredasdorp.</i>								
Vogelwei	24	21	14	...	2	3	2	...
Zout River	18	16	4	6	5	1	...	...
Alexander's Kloof ...	28	23	4	2	11	4	2	...
Klein Zout River ...	23	16	6	6	4	...	...	...
<i>Caledon.</i>								
Klein River (Stanford)	35	28	15	9	1	3	...	...
Hermanus Pietersfontein	45	42	20	12	9	1	...	...
Roodehooft	24	17	2	7	1	6	...	1
Greyton	26	12	2	2	4	4	...	...
Hartebeest River ...	29	25	10	5	4	4	2	...
Dasjiesfontein	14	13	...	7	2	3	1	...
Villiersdorp	33	28	5	3	10	7	3	...
Schild's Kloof	12	10	5	2	3	...	...	...
Bot Rivier	14	13	4	5	2	2	...	...
<i>Cape.</i>								
Wynberg Flats	37	18	12	5	1	...	...	...
<i>Catheart.</i>								
Spanover	16	16	6	4	1	2	3	...
Riet Vley	18	15	3	2	8	2	...	...
Coverside	15	15	3	3	2	7	...	...
<i>Colesberg.</i>								
Naauwpoort	19	12	9	2	1	...	...	...
<i>Cradock.</i>								
Driefontein	12	12	1	3	6	2	...	...
<i>East London.</i>								
Potsdam	17	9	6	2	...	1	...	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
<i>Fort Beaufort.</i>								
Blinkwater	10	9	1	2	3	3	...	...
Winterberg	16	13	1	3	7	2	...	...
Alwyn's Krantz	20	14	3	6	4	1	...	...
<i>George.</i>								
Doorn River	14	14	12	...	1	1	...	...
Gwayang	28	24	3	4	8	9	...	...
Great Brak River	25	24	14	6	3	...	1	...
Blanco	36	33	7	5	8	5	6	2
Rondevallei	21	14	7	3	...	4	...	...
Voorbrug	47	43	11	7	18	7	...	...
<i>Graaff-Reinet.</i>								
Adendorp	25	23	13	1	6	3	...	...
<i>Herbert.</i>								
Vetberg	19	17	7	2	5	3	...	...
<i>Humansdorp.</i>								
Andries Kraal	21	21	7	10	4	...	...	...
Meist Kraal	13	12	3	1	6	2	...	...
Sea Cow River	10	10	...	1	3	6	...	...
Klipdrift	20	20	16	4	...	...	...	...
Kromme River Mouth	13	13	2	7	...	4	...	...
Palmiet Vlei	13	13	5	1	3	4	...	...
Storms River	15	15	11	2	1	1	...	...
<i>Kimberley.</i>								
Warrenton	39	30	13	13	3	1	...	...
<i>King William's Town.</i>								
Middledrift	15	15	5	2	5	2	1	...
Berlin	30	29	12	1	11	5	...	...
Keiskama Hoek	34	33	15	7	11	...	...	...
<i>Kynsna.</i>								
Wittedrift	38	33	15	4	8	5	1	...
Dancamma	14	14	4	...	5	5	...	...
Westford	12	9	1	2	1	5	...	...
<i>Ladysmith.</i>								
Hoeco	25	25	7	10	5	3	...	...
<i>Malmesbury.</i>								
Vredenburg	39	28	8	7	...	9	4	...
Klipheuvel	37	21	3	9	7	2	...	...
<i>Middelburg.</i>								
Moordenaar's Poort	19	18	7	3	4	4	...	...
<i>Mossel Bay.</i>								
Brandwacht	39	19	13	4	1	1	...	...
Brakfontein	21	16	4	10	1	1	...	...
Herbertsdale	31	28	15	4	7	1	1	...
<i>Oudtshoorn.</i>								
Welbedacht	41	23	11	9	3	...	...	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Wynand's River	20	15	8	7	...	...	...	...
Gamka	24	16	11	2	3	...	...	...
Langverwacht	31	30	9	10	6	5	...	...
Groenfontein	21	17	9	3	2	2	1	...
Kruis River	25	22	6	13	3	...	...	...
Riet Vlei	22	19	5	3	4	7	...	...
Nooitgedacht	48	37	28	9	...	...	...	...
Jan Fourie's Kraal	22	22	9	3	8	2	...	...
<i>Paarl.</i>								
Klein Drakenstein	24	24	6	2	4	9	...	3
Lower French Hoek	17	16	5	1	8	...	2	...
Zoetendal	28	25	5	1	11	4	4	...
South Achter Paarl	15	15	6	1	3	2	3	...
<i>Peddie.</i>								
Bell	11	11	5	3	1	2	...	...
Hamburg	17	17	3	3	8	3	...	...
<i>Piquetberg.</i>								
Klipfontein	19	17	1	3	2	7	4	...
<i>Port Elizabeth.</i>								
Kragga Kamma	20	18	3	2	5	7	1	...
<i>Queen's Town.</i>								
Mousa	21	8	3	1	3	1	...	...
Cimezile	32	32	16	3	7	6	...	...
<i>Richmond.</i>								
Taaiboschfontein	8	7	...	1	1	3	1	1
<i>Robertson.</i>								
Wagenboom's Berg	17	17	6	7	3	1	...	...
Rietvallei	28	27	18	6	...	3	...	...
Klaas Vogt's River	28	27	12	5	2	8	...	...
<i>Simon's Town.</i>								
Kalk Bay	46	33	9	7	3	10	4	...
<i>Stellenbosch.</i>								
Moddergat	15	14	3	5	...	6	...	...
Vlaggeberg	25	17	7	1	3	2	2	2
Kuil's River	57	47	8	8	19	12	...	...
<i>Stockenstrom.</i>								
Wilsonton	49	39	30	2	7	...	...	...
Hertzog	25	25	13	5	4	3	...	...
Balfour	24	21	15	2	1	3	...	...
Readsdale	58	52	20	16	14	1	1	...
<i>Swellendam.</i>								
Buffelsjagt's River	21	15	4	3	5	3	...	...
Barrydale	53	50	13	12	14	8	3	...
Bruintjes River	12	10	2	2	4	1	1	...
Leeuw River	23	23	9	7	6	1	...	...
<i>Tembuland.</i>								
Embokotwa	19	14	7	6	1	...	...	...
Engcobo	17	17	8	5	3	1	...	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
<i>Transkei.</i>								
Nthlambe	15	12	4	5	3	...	...	..
<i>Tulbagh.</i>								
Drostdy	24	15	2	4	3	5	...	1
<i>Uitenhage.</i>								
Wolvenkop	17	15	6	4	1	4	...	...
<i>Uniondale.</i>								
De Vlugt	14	12	6	5	...	1	...	...
<i>Victoria East.</i>								
Keiskamma Drift	14	13	1	9	3	...	...	...
<i>Victoria West.</i>								
Kleinbeyer's Fontein... ..	13	13	4	3	3	3	...	...
<i>Worcester.</i>								
Wagenboom River	27	22	3	2	6	4	7	...
Goudienia	23	19	6	2	3	4	4	...
Darling Bridge	25	19	9	7	...	3	...	...
Slanghoek	10	9	1	4	2	2	...	...
DISTRICT BOARDING SCHOOLS.								
<i>Paarl.</i>								
Blauw Valley	61	60	2	2	12	19	18	7
<i>Somerset East.</i>								
Somerset East, Girls	42	38	5	2	5	18	3	5
Commadagga	15	15	3	...	6	6	..	...
<i>Uitenhage.</i>								
Uitenhage, Girls (Riebeeck College)	56	55	6	5	12	12	10	10
MISSION SCHOOLS.								
<i>Aberdeen.</i>								
Dutch Church	44	28	19	3	5	1	...	...
<i>Albany.</i>								
Graham's Town, District No. 1, St. Philip's Kafir School ...	114	66	32	17	8	7	2	...
Graham's Town, District No. 2, Wesleyan Fingo Location ...	80	71	52	9	7	3	...	...
Graham's Town, District No. 3, Wesleyan Mission	69	37	18	8	8	3	...	...
Graham's Town, District No. 4, St. Bartholomew's Girls' and Infant Schools	49	31	14	9	4	4	...	...
Graham's Town, District No. 6, St. Joseph's Roman Catholic Girls' School	139	91	41	16	14	17	1	2

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Graham's Town Congregational Mission	126	102	76	17	9	...	...	...
English Church, Alicedale ...	24	15	7	7	...	1	...	...
Wesleyan Mission, Farmerfield	68	49	34	10	3	2	...	...
Ditto Salem	17	17	13	2	2	...	...	...
Ditto Coyi	29	17	14	3	...	...	...	...
Ditto Alicedale	22	17	8	4	4	1	...	...
E. C. Good Shepherd... ..	96	66	48	10	8	...	...	...
<i>Albert.</i>								
Wesleyan Mission, Burghersdorp	59	53	26	11	11	3	2	...
<i>Aliwal North.</i>								
Primitive Methodist Mission	44	38	32	3	3	...	...	...
<i>Barkly West.</i>								
English Church Mission	30	22	18	4	...	...	...	...
Do. Boetsap	31	31	28	2	1	...	...	...
Berlin Mission, Pniel	126	95	78	13	4	...	...	...
<i>Bathurst.</i>								
Wesleyan Mission, Barville Park	29	16	7	3	4	2	...	...
English Church, Southwell ...	32	22	9	4	5	4	...	...
<i>Bredasdorp.</i>								
English Church	67	41	16	17	5	3	...	...
Ditto, Napier	84	72	37	6	20	6	3	...
Ditto, Struys Bay	35	32	22	5	4	1	...	...
<i>Caledon.</i>								
Dutch Church	93	68	30	17	14	5	2	...
Ditto, Villiersdorp	37	30	10	14	6	...	...	...
Ditto, Palmiet River	23	19	9	5	2	3	...	...
English Church	112	68	30	14	10	10	2	2
Ditto, Hermanus Pietersfontein	44	38	18	10	6	4	...	...
Ditto, Hawton	45	33	29	3	1	...	...	...
Ditto, Stanford	53	45	33	4	6	2	...	...
Ditto, Houwhoek	22	19	9	...	5	5	...	...
Ditto, Glebe	45	29	22	5	2	...	...	...
Moravian Mission, Twistwyk... ..	60	47	16	11	8	12	...	...
Ditto, Berea	27	19	6	6	6	1	...	...
<i>Cape Division.</i>								
Cape Town, District No. 1, St. Andrew's (Scotch Church) ...	150	105	67	21	12	5	...	...
Cape Town, District No. 2, St. Stephen's (Dutch Church)... ..	215	173	140	20	9	4	...	...
Cape Town, District No. 3, S. A. Mission... ..	173	121	100	3	11	7	...	...
Cape Town, Dist. No. 4, School of Industry, New-street ...	232	159	116	12	19	8	4	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Cape Town, Sub-district No. 4, St. Michael's (English Church), Keerom-street ...	116	103	57	6	28	12	...	...
Cape Town, District No. 5, St. George's Orphanage Mission	246	135	107	17	7	3	1	...
Cape Town, District No. 6, Congregational Church Mission, Barrack-street ...	187	121	85	13	14	4	5	...
Cape Town, District No. 7, Dutch Church, Bree-street	247	161	119	28	7	7	...	...
Cape Town, District No. 9, S. Martin's (Lutheran) ...	108	85	66	19	...	...	...	...
Cape Town, District No. 9, Sydney-street (Wesleyan)...	64	52	18	...	17	15	2	...
Cape Town, District No. 10, St. John's (English Church), Rogge Bay ...	123	91	64	23	1	3	...	...
Cape Town, District No. 11, Boys, Trinity (English Church), Caledon-street ...	54	36	...	24	7	5	...	...
Cape Town, District No. 11, Girls, do., do. ...	185	120	91	15	6	8	...	...
Cape Town, Dist. No. 12, Kanaladorp, Boys, St. Mark's (Eng. Church), Upper Dept.	324	164	108	23	19	14	...	...
Ditto, Dist. No. 12, Kanaladorp, Girls, St. Mark's (Eng. Church), Lower Dept								
Cape Town, District No. 13 (Dutch Church), Hanover-street ...	249	165	134	19	7	5	...	...
Cape Town, District No. 15, Boys, St. Aloysius' (Roman Catholic) ...	288	267	85	97	18	55	12	...
Cape Town, District No. 15, Girls, St. Bridget's (Roman Catholic) ...	235	210	70	43	24	60	13	...
Cape Town, District No. 16, English Church (St. Paul's)	260	143	121	22	...	...	...	...
Cape Town, District No. 17, (Roman Catholic), Sir Lowry-street ...	82	58	32	...	11	15	...	...
Cape Town, District No. 18 (Roman Catholic), Somerset-road ...	146	124	68	17	19	16	4	...
Cape Town, District No. 19, Harbour Works ...	112	70	42	20	4	4	...	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Cape Town, District No. 20, Dutch Church, Rogge Bay ...	229	156	111	13	18	14	...	...
English Church, Papendorp ...	135	102	74	14	7	6	1	...
Dutch Church ...	136	81	62	3	12	4	...	...
Roman Catholic, Salt River ...	125	103	55	20	19	9	...	...
English Church, Maitland Rd. St. Peter's (English Church), Mowbray ...	114	35	25	1	6	3	...	...
Wesleyan Mission, Mowbray	184	118	75	13	21	9	...	...
St. Paul's, Rondebosch ...	109	46	33	10	2	1	...	...
English Church, Camp Ground	115	56	44	6	3	3	...	...
" Black River ...	106	75	47	15	7	6	...	...
Roman Catholic, Rouwkoop ...	48	18	15	3	...	...	...	...
English Church, Newlands ...	68	52	18	18	4	10	2	...
Ditto, Protea ...	132	81	66	13	2	...	...	...
Ditto, Claremont ...	62	38	31	4	3	...	...	...
Dutch Church, Claremont ...	182	128	86	12	8	15	4	3
English Church, Plumstead ...	120	45	36	5	2	2	...	...
School of Industry, Wynberg	105	65	38	11	11	3	2	...
Dutch Church, ditto ...	43	33	8	4	4	7	6	4
Roman Catholic, Wynberg ...	147	100	81	5	11	3	...	...
English Church, Constantia ...	63	46	25	14	4	...	3	...
Wesleyan Mission, Diep River	94	37	24	8	2	3	...	...
Dutch Church, Cape Downs ...	70	57	37	15	3	2	...	...
Ditto Hout's Bay ...	21	15	4	6	2	3	...	...
English Church, Durbanville	70	47	22	11	2	12	...	...
Ditto, Bellville ...	45	39	31	4	4	...	...	...
Rhenish Mission, Sarepta ...	71	48	25	13	5	5	...	...
Mission School, Sea Point ...	67	59	28	24	7	...	...	...
Deaf and Dumb Institution, Cape Town ...	85	50	38	3	7	2	...	...
Robben Island ...	9	9	5	3	...	1	...	...
<i>Carnarvon.</i>	44	35	24	2	6	3	...	...
Rhenish Mission ...	108	96	60	21	8	7	...	...
<i>Cathcart.</i>	96	91	41	24	11	13	2	...
Moravian Mission, Goshen ...	40	27	13	6	4	4	...	...
United Presbyterian Mission, Henderson ...	54	43	27	7	7	2	...	...
<i>Colesberg.</i>	28	22	12	5	3	2	...	...
Wesleyan Mission ...	100	93	77	8	8	...	...	...
English Church ...	134	110	79	9	13	6	3	...
Dutch Church ...	53	31	26	3	2	...	...	...
<i>Cradock.</i>	270	201	85	55	30	21	7	3
Wesleyan Mission ...	53	31	26	3	2	...	...	...
Roman Catholic, Panmure ...	270	201	85	55	30	21	7	3

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
<i>Fort Beaufort.</i>								
Wesleyan Mission ...	41	27	14	5	5	3	...	...
Ditto, Tini's Location...	32	29	25	...	4	...	...	...
English Church, Boundary Hill	57	51	21	11	11	8	...	...
United Presbyterian Mission, Adelaide ...	24	22	15	4	3	...	...	...
Independent Mission, Dorrington's ...	51	37	20	8	6	3	...	...
<i>George.</i>								
Roman Catholic ...	19	13	2	7	4	...	...	...
Dutch Church ...	120	60	29	22	8	1	...	...
Ditto, Coloured ...	83	61	32	11	17	1	...	...
Ditto, Uitkyk ...	44	35	24	11	...	...	...	...
Ditto, Ezelsjagt ...	27	23	13	4	4	2	...	...
Ditto, Watsonsdorp ...	79	58	52	6	...	...	...	...
English Church ...	136	93	63	13	9	5	2	1
Independent Mission, Pacaltsdorp ...	141	122	68	20	22	12	...	...
<i>Glen Grey.</i>								
Wesleyan Mission, Macibini...	40	15	9	...	2	4	...	...
Ditto, Bengu ...	60	35	25	3	4	3	...	...
Ditto, Cacadu ...	41	26	9	14	3	...	...	...
Ditto, Matyantya ...	26	24	11	4	7	2	...	...
Ditto, Xonxe ...	40	27	15	7	3	2	...	...
Ditto, Gqebinya ...	27	27	8	3	15	1	...	...
Ditto, Vaal Bank ...	57	42	19	14	9	...	...	...
Ditto, Agnes ...	65	54	32	7	12	3	...	...
English Church, S. Peter's-on-Indwe ...	47	37	20	10	6	1	...	...
English Church, Guba ...	30	27	19	5	3	...	...	...
Ditto, Komana's ...	32	25	13	7	5	...	...	...
<i>Graaff-Reinet.</i>								
Independent Mission...	104	97	45	17	26	9	...	...
Basuto Mission ...	39	33	21	6	6	...	...	...
Roman Catholic ...	34	34	14	3	8	9	...	...
Dutch Church (Coloured) ...	62	56	35	6	11	4	...	...
Ditto, (White), Stockenstrom-street ...	98	77	25	21	11	18	2	...
English Church, Kafir Mission	69	54	35	7	6	6	...	...
<i>Herschel.</i>								
Wesleyan Mission, Wittebergen	38	33	20	7	3	3	...	...
Ditto, Ntunja ...	47	46	27	13	4	2	...	...
Ditto, Manxebu's Kraal	54	51	27	12	7	5	...	...
Ditto, Bamboos Spruit	51	50	45	5	...	...	...	...
Ditto, Tapoleng ...	24	21	8	9	3	1	...	...
Ditto, N dofela ...	24	20	10	5	5	...	...	...
French, Sethaleng ...	38	34	29	5	...	...	...	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
English Church, Qibira ...	28	24	15	4	5	...	...	...
French Mission, Hohobeng ...	42	40	33	7	...	...	...	...
English Church, Walaza's Kraal	25	23	21	2	...	...	...	...
Ditto, Qoboshani ...	37	33	18	13	2	...	...	...
<i>Humansdorp.</i>								
Moravian Mission, Clarkson ...	100	79	19	11	16	26	7	...
Ditto, Snyklip... ..	31	15	11	3	1	...	...	...
Ditto, Zitzikamma River	48	34	20	7	7	...	...	...
Independent Mission, Hankey	85	60	46	12	2	...	...	...
Do., Kruisfontein	83	78	70	8	...	...	...	...
<i>Jansenville.</i>								
Wesleyan Mission ...	41	29	20	5	4	...	...	...
<i>Kimberley.</i>								
St. Matthew's Mission ...	47	32	21	8	2	1	...	...
St. Cyprian's Mission ...	99	64	53	11	...	...	...	...
Wesleyan Mission, Newton ...	22	19	15	3	1	...	...	...
All Saints' Mission, Beaconsfield	200	125	90	20	14	1	...	...
<i>King William's Town.</i>								
Lutheran Mission ...	58	53	26	12	13	1	1	...
Wesleyan Mission ...	70	44	26	8	3	7	...	...
Ditto, Ngqokwebi ...	64	38	14	11	9	4	...	...
Ditto, Izeleni ...	38	23	15	1	1	6	...	...
Ditto, Annshaw ...	84	58	26	12	14	5	1	...
Ditto, Peuleni ...	56	49	21	11	8	8	1	...
Ditto, Idebe ...	87	42	18	2	8	9	5	...
Ditto, Matubele's ...	39	35	16	8	5	6	...	...
Ditto, Emdizeni ...	42	37	23	1	11	1	1	...
Ditto, Emxumbu ...	35	26	18	3	1	4	...	...
Ditto, Ingwenya ...	26	20	9	3	7	1	...	...
Ditto, Ezincuka ...	31	21	15	2	4	...	...	...
Ditto, Emnqaba ...	54	38	28	2	1	5	2	...
Wesleyan Mission, Amatole Basin ...	40	30	13	4	7	6	...	...
Ditto, Tyamkos ...	44	23	14	1	7	...	1	...
Ditto, Mount Coke ...	51	40	17	12	6	5	...	...
Ditto, Tamacha ...	64	54	21	8	11	9	5	...
Ditto, Buffalo Ford ...	36	29	13	10	4	2	...	...
Ditto, Equqala ...	55	46	34	6	3	3	...	...
Ditto, Tyeni ...	50	15	6	1	7	1	...	...
Ditto, Erode ...	37	34	14	8	9	3	...	...
Ditto, Izimbaba ...	32	22	14	6	2	...	...	...
Independent Mission, Brownlee's Station ...	96	47	24	11	10	2	...	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Independent Mission, Harperton	48	22	17	2	3	...	...	...
Ditto, Balassi ...	29	23	16	5	2	...	...	...
Ditto, Tafeni ...	34	28	24	4	...	...	...	...
Ditto, Intsikizeni...	34	24	16	5	3	...	...	...
Ditto, Mgesha ...	51	39	25	4	8	2	...	...
Ditto, Knapp's Hope ...	92	51	33	5	12	1	...	...
Ditto, Olivedale ...	34	29	16	4	9	...	...	...
Ditto, Ngudhli's Kraal ...	83	44	32	8	4	...	...	...
Ditto, Donnington ...	96	40	25	6	4	5	...	...
Free Church Mission, Pirie ...	98	62	20	12	16	9	5	...
Ditto, Knox ...	24	20	7	1	12	...	...	...
Ditto, Rankine ...	46	35	25	2	3	5	...	...
Ditto, Jafta's ...	25	24	17	5	2	...	...	...
Ditto, Tyusha ...	31	29	15	5	7	2	...	...
Ditto, Burnshill ...	88	60	18	17	15	10	...	...
Ditto, Gxulu ...	29	26	10	8	6	2	...	...
Ditto, Gillton ...	61	40	26	6	8	...	...	...
Ditto, Debe ...	52	50	25	5	15	5	...	...
Ditto, Emnyameni ...	67	37	28	4	5	...	...	...
Ditto, Njikelana's ...	28	23	14	5	2	2	...	...
Ditto, Gqumahashi ...	41	33	8	9	11	4	1	...
Ditto, Kwezana ...	48	41	33	1	7	...	...	...
Ditto, Amatoie ...	23	18	12	3	2	1	...	...
Berlin Mission, Petersberg ...	35	23	8	5	10	...	...	...
English Church, Cathcart-street	40	35	22	4	6	2	1	...
St. Joseph's, Roman Catholic...	196	141	65	29	28	16	3	...
<i>Knysna.</i>								
English Church ...	66	42	19	17	4	2	...	...
Ditto, Redford ...	33	27	18	5	4	...	...	...
Ditto, Plettenberg's Bay...	44	30	24	4	2	...	...	...
Dutch Church, Kruis Vallei ...	13	6	4	1	1	...	...	...
<i>Ladysmith.</i>								
Berlin Mission ...	93	86	54	10	9	13	...	...
Ditto, Amalienstein ...	104	101	63	26	12	...	...	...
Ditto, Zoar ...	69	33	22	5	5	1	...	...
<i>Malmesbury.</i>								
Dutch Church ...	110	83	61	15	...	5	2	...
Ditto, Groenrivier ...	102	67	52	3	7	5	...	...
English Church ...	134	108	48	20	26	4	10	...
Ditto, Langbaan ...	52	45	23	12	10	...	...	...
Ditto, Abbotsdale ...	91	39	22	4	5	6	2	...
Ditto, Hoetjes Bay ...	40	26	18	6	...	2	...	...
Ditto, Boerplein ...	29	26	13	5	7	1	...	...
Ditto, Stompneus Bay ...	43	40	24	9	1	6	...	...
Ditto, Bergrivier Mouth...	32	20	10	2	6	2	...	...
Ditto, Paternoster ...	33	24	20	4	...	...	...	...
Moravian Mission, Mamre ...	284	168	92	25	14	31	6	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Moravian Mission, Katzenberg	110	48	28	9	5	6	...	...
<i>Middelburg.</i>								
Dutch Church ...	36	30	18	8	2	2	...	...
Wesleyan Mission ...	46	38	17	9	9	3	...	...
<i>Mossel Bay.</i>								
English Church ...	320	232	170	21	26	12	3	...
Roman Catholic ...	26	22	13	4	3	2	...	...
Berlin Mission ...	88	71	47	10	10	4	...	...
Ditto, Herbertsdale ...	42	33	21	4	5	3	...	...
Dutch Church, Gonnakraal ...	52	40	29	6	3	2	...	...
<i>Murraysburg.</i>								
Dutch Church ...	36	31	19	7	5	...	...	...
<i>Oudtshoorn.</i>								
English Church ...	30	28	16	6	1	5	...	...
Roman Catholic ...	26	25	15	2	6	2	...	...
Independent Mission ...	108	75	49	4	11	10	1	...
Ditto, Dysseldorp ...	36	31	20	8	3	...	...	...
Ditto, Matjes River ...	38	14	8	5	1	...	...	...
<i>Paarl.</i>								
Mission School, Pniel ...	246	202	124	27	29	22	...	...
Independent Mission (Zion Chapel)	281	139	55	24	16	39	5	...
Ditto, South Paarl ...	66	32	30	1	1	...	...	...
English Church, Upper Paarl	94	55	33	13	6	3	...	...
Ditto, Lower Paarl ...	183	128	70	49	4	5	...	...
Ditto, Klein Drakenstein...	62	36	24	9	3	...	...	...
Dutch Church ...	55	34	22	7	2	3	...	...
Ditto, Wellington ...	160	122	62	29	7	17	7	...
Ditto, Frenchhoek ...	39	35	24	6	5	...	...	...
Ditto, Wagenmakers-Valley ...	58	44	29	6	5	4	...	...
<i>Peddie.</i>								
Wesleyan Mission, Durban ...	36	25	9	7	8	1	...	...
Ditto, Kwa Tuku ..	46	12	9	...	3	...	...	...
Ditto, Enquebebeni ...	55	39	18	8	5	8	...	...
Ditto, Newtondale ...	55	30	10	5	7	6	2	...
Ditto, Erura ...	58	50	19	8	13	10	...	...
Ditto, Gcebula ...	25	22	12	6	4	...	...	...
Ditto, Nobumba ...	23	13	5	3	5	...	...	...
Ditto, Gwalana ...	20	12	2	5	3	2	...	...
Ditto, Ngwekazi ..	28	19	7	3	4	5	...	...
Ditto, Etytyaba ...	37	25	8	6	6	3	2	...
Ditto, Matiwane ...	24	11	5	4	2	...	...	...
Ditto, Etuwæ ...	30	17	8	5	1	3	...	...
Ditto, Cesira ...	30	15	13	...	1	1	...	...
Ditto, Empekweni ...	30	17	6	1	7	2	1	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
<i>Port Elizabeth.</i>								
District No. 1, St. Peter's ...	111	89	58	11	9	10	1	...
District No. 2, Convent Mission School ...	147	120	70	14	14	14	8	...
District No. 2, Roman Catholic, Boys ...	126	123	35	40	14	25	8	1
District No. 3, English Church, Strand-street ...	197	134	81	26	13	11	3	...
District No. 4, St. Paul's Boys' School ...	162	131	58	36	13	19	5	...
District No. 4, St. Paul's Girls' School ...								
District No. 5, Roman Catholic, North End ...	72	69	37	16	9	7	...	...
District No. 6, English Church (St. Stephen's) ...	43	32	18	6	4	4	...	...
District No. 7, Independent Mission (Edwards') ...	86	64	32	16	11	5	...	...
District No. 8, do., do. ...	113	91	67	8	7	9	...	...
District No. 9, Indept. Mission (North End) ...	58	47	21	12	9	5	...	...
District No. 10, Wesleyan Native ...	80	56	30	8	11	7	...	...
District No. 11, Roman Catholic, South End ...	80	56	25	14	9	6	2	...
District No. 12, Congregational Mission, South End ...	54	40	37	3	...	...	...	...
Independent Mission, Bethelsdorp ...	105	63	46	12	5	...	...	...
Baptist Central Mission school, Queen's-street ...	76	69	41	22	1	3	2	...
<i>Queen's Town.</i>								
Free Mission ...	117	94	46	30	9	9	...	...
Kafir Mission ...	53	36	20	4	11	1	...	...
Moravian Mission, Shiloh ...	165	142	67	38	26	11	...	...
Ditto, Engotini ...	47	43	16	5	12	10	...	...
Ditto, New Hope ...	25	14	6	4	4	...	...	...
Wesleyan Mission ...	39	32	24	...	3	5	...	...
Ditto, Cewula ...	18	11	3	5	2	1	...	...
Ditto, Bull Hoek... ..	40	34	16	4	11	3	...	...
Ditto, Kamastone ...	34	32	17	6	6	3	...	...
Ditto, Hukwa ...	30	24	14	6	2	2	...	...
Independent Mission, Hackney ...	60	46	12	12	10	10	2	...
Ditto, Eardley ...	58	30	21	4	5	..	...	...
<i>Richmond.</i>								
Dutch Church ...	93	52	30	14	6	2	...	...

Description and place of the School.	No. of Children on Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
<i>Riversdale.</i>								
English Church ...	131	88	59	14	11	4	...	...
English Church, Melkhoutfontein ...	36	31	21	3	5	2	...	...
Berlin Mission ...	160	151	94	12	26	18	1	...
<i>Robertson.</i>								
Wesleyan Mission ...	154	64	34	15	12	3	...	...
Ditto, Lady Grey ...	87	66	49	17	...	...	...	...
Dutch Church, Montagu ...	87	67	48	9	6	4	...	...
<i>Simon's Town.</i>								
English Church, Kalk Bay ...	70	47	31	4	11	1	...	...
Roman Catholic, do. ...	48	41	13	7	9	11	1	...
Dutch Church, Noordhoek ...	42	23	15	8	...	...	...	...
Wesleyan Mission, Elsjes River School of Industry and Infant ...	28	13	9	3	...	1	...	...
English Church ...	133	80	40	22	10	8	...	...
Wesleyan Mission ...	54	45	22	3	8	4	5	3
Dutch Church ...	99	80	54	13	6	5	...	2
Ditto, Wildschutsbrand ...	35	26	21	4	1	1	...	...
Ditto, Wildschutsbrand ...	23	15	8	5	...	2	...	...
<i>Somerset East.</i>								
Wesleyan Mission ...	52	42	27	5	6	4	...	...
Independent Mission ...	72	56	37	7	9	3	...	...
<i>Stellenbosch.</i>								
Rhenish Mission ...	382	241	117	49	42	15	18	...
English Church ...	108	68	35	21	4	4	4	...
English Church, Somerset West ...	53	40	28	3	7	2	...	...
Ditto, Welmoed ...	44	29	18	2	3	4	2	...
Ditto, Klapmuts ...	28	11	8	2	...	1	...	...
Ditto, Eerste River ...	64	51	22	17	4	8	...	...
Wesleyan Mission ...	181	149	71	53	13	12	...	...
Ditto, Strand ...	136	114	70	22	18	4	...	...
Ditto, Somerset West ...	151	130	61	36	9	16	8	...
Ditto, Raithby ...	80	48	21	9	9	9	...	...
Ditto, Sir Lowry's Pass ...	34	29	29	...	...	...	...	...
<i>Stutterheim.</i>								
Wesleyan Mission, Embizana... ..	38	23	15	1	5	2	...	...
Berlin Mission, Wartburg ...	84	53	25	6	17	5	...	...
Berlin Mission, Kobusi ...	38	31	14	5	7	5	...	...
Independent Mission, Isidenge ...	45	29	14	6	4	5	...	...
<i>Swellendam.</i>								
Dutch Church ...	65	52	21	22	3	6	...	...
Ditto, Malagas ...	16	15	7	2	4	2	...	...
Ditto, Klip River ...	72	63	34	8	12	8	1	...
Ditto, Zuurbraak ...	92	83	49	25	6	3	...	...
Ditto, Barrydale ...	25	23	20	3	...	...	...	...

Description and place of the School.	No. of Children on Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Independent Mission, Heidelberg ...	46	37	22	9	5	1	...	...
English Church, St. Luke's ...	75	54	36	11	7	...	...	...
Ditto, Zuurbraak... <i>Tulbagh.</i>	156	123	95	23	4	1	...	...
Rhenish Mission ...	110	96	58	28	5	5	...	...
Ditto, Steinthal ...	86	67	33	25	6	3	...	...
English Church, Ceres ...	114	91	68	19	1	3	...	...
Dutch Church, Ceres... <i>Uitenhage.</i>	78	63	47	10	3	3	...	...
Wesleyan Mission ...	68	44	29	10	2	3	...	...
Roman Catholic ...	81	75	26	4	16	20	7	2
Moravian Mission, Enon ...	71	67	39	11	12	5	...	...
St. Anne's Native Mission, Kaba <i>Uniondale.</i>	29	28	17	7	4	...	...	...
Independent Mission ...	83	78	47	15	14	2	...	...
Berlin Mission, Haarlem ... <i>Victoria East.</i>	101	83	57	20	6	...	...	...
Free Church Mission, Ely ...	58	39	7	6	9	11	6	...
Ditto, Sheshegu ...	56	38	15	11	9	2	1	...
Ditto, Aroxweni ...	55	40	13	12	5	10	...	...
Ditto, Gaga ...	52	35	14	8	10	2	1	...
Ditto, Evergreen ...	33	24	11	4	6	3	...	...
Ditto, Kwezana ... <i>Victoria West.</i>	34	25	10	7	7	1	...	...
Dutch Church ...	41	37	22	13	2	...	...	...
English Church ... <i>Willowmore.</i>	30	24	19	2	2	1	...	...
Independent Mission ... <i>Wodehouse.</i>	37	30	27	2	1	...	...	...
Wesleyan Mission, Tafel Kop ...	80	56	30	12	5	9	...	...
Ditto, Macubeni ... <i>Worcester.</i>	54	47	34	5	8	...	...	...
Rhenish Mission ...	536	386	162	25	106	63	30	...
Deaf and Dumb Institution ...	20	20	4	9	4	3	...	...
SPECIAL INSTITUTIONS.								
Normal College and Model School, Cape Town...	182	175	19	12	49	32	15	48
Normal Department (Girls), Wellington...	36	34	...	...	...	...	...	34
NATIVE TRAINING INSTITUTIONS AND DAY SCHOOLS.								
<i>Albany.</i>								
English Church, Kafir Institution, Graham's Town ...	38	37	1	1	9	16	8	2

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
<i>Cape.</i>								
Native Institution, Zonnebloem, Cape Town ...	63	50	3	3	11	13	8	12
<i>East London.</i>								
English Church, St. Luke's, Newlands ...	78	75	28	14	14	15	4	...
Dito, Kwelegga ...	49	32	22	2	6	2	...	...
<i>Fort Beaufort.</i>								
Native Institution, Heald Town	234	171	36	12	27	37	30	29
Uweza... ..	53	42	21	9	5	6	1	...
Nobanda's	45	35	22	4	5	4	...	...
<i>Glen Grey.</i>								
Mount Arthur	79	59	27	21	9	2	...	...
<i>Herschel.</i>								
Bensonvale, Wesleyan Missionary Institution ...	88	72	33	12	9	11	3	4
Dulcie's Nek, E.C.	37	31	10	9	3	9	...	...
<i>King William's Town.</i>								
English Church, St. Matthew's, Keiskamma Hoek, Boys ...	71	62	16	12	11	17	3	3
Ditto, ditto, Girls ...	37	25	2	5	8	10	...	...
Ditto, Gwiligwili	42	35	27	3	5	...	...	...
Ditto, Gobošana	55	27	24	3	...	...	...	...
Rabula	66	46	37	3	6	...	...	...
Nxgalawe	28	26	12	1	8	5	...	...
Gxulu... ..	7	7	2	4	1	...	...	...
Native Training Institution, Peelton, Girls	138	129	23	33	29	28	11	5
Peelton, Boys... ..	113	98	37	8	28	17	7	1
<i>Peddie.</i>								
Native (Girls) Training Institution, Durban	18	17	..	1	...	5	10	1
<i>Queen's Town.</i>								
Lesseyton	97	72	42	8	13	9	...	...
Ditto, Girls Training Institution... ..	17	15	...	...	4	10	1	...
<i>Stutterheim.</i>								
United Presbyterian Mission, Umgwali, Boys	44	39	16	7	15	1	...	...
Native Training Institution, Umgwali, Girls	127	102	46	7	19	17	10	3
<i>Victoria East.</i>								
Lovedale Seminary	160	2	7	25	55	32	39	...
Ditto, Elementary School... ..	332	62	23	18	13	8	...	...
Ditto, Female Industrial School	89	1	9	24	31	11	13	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
TRANSKEI.								
<i>Fingoland.</i>								
Training Institution, Blythswood	91	87	12	13	20	17	18	7
Butterworth	160	138	76	33	13	12	4	...
Tongwane	35	25	15	5	5	...	...	...
Kobodi	42	30	17	6	7	...	...	...
Veldman's	132	99	46	20	19	10	4	...
Cegcuwana	56	41	31	3	5	2	...	...
Hlobo	58	48	32	6	8	2	...	...
Geume	73	51	29	10	6	6	...	...
Mpenduza	36	27	18	4	2	3	...	...
Magodla's (Wesleyan)	48	33	21	9	3	...	...	...
Mgomanzi	45	20	8	7	5	...	...	...
Bulube's	48	39	28	3	6	2	...	...
Tynira	58	43	30	4	5	4	...	...
Zangwa	44	26	19	4	3	...	...	...
Mpukane	49	39	25	9	3	2	...	...
Umgewe	49	25	13	8	4	...	...	...
Lower Neulu (Nofoty's)	58	33	24	3	4	2	...	...
Xilinxá	111	70	38	16	12	4	...	...
Hebehebe	54	52	30	12	7	2	1	...
Ndakana, Ntikintiki's	43	30	23	2	4	1	...	...
Matolweni's	37	30	13	3	7	5	2	...
Piet Landu's	46	26	12	7	4	3	...	...
Zokufa's	34	28	23	...	4	1	...	...
Neoncolora	58	52	39	7	3	3	...	...
Caba	59	52	16	13	7	11	5	...
Mbulukweza	73	61	27	19	11	4	...	...
Qutsa, Sijula's	33	23	20	2	1	...	...	...
Tsojana, Pitso's	69	53	31	14	3	3	2	...
Mlondleni's (English Church)	38	36	28	3	3	2	...	...
Cunningham	65	30	17	9	2	1	2	...
Nqutu	42	28	20	5	1	2	...	...
Springs	20	15	10	3	2	...	...	...
Ndakana, Mavuso's	45	34	16	10	4	3	1	...
Ceru-Bawa	39	19	18	...	1	...	...	...
Faleni's	55	39	24	10	2	3	...	...
Magodla's	46	40	24	10	4	2	...	...
Nomaheya	29	25	17	4	3	1	...	...
Jikezi	64	48	26	11	8	3	...	...
Xolobe	37	20	16	2	2	...	...	...
Lower Zolo	38	20	6	3	7	3	1	...
Toboyi	44	31	22	5	2	2	...	...
Tsomo	104	86	39	17	10	14	6	...
Dingeswayo's	42	33	18	8	4	3	...	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Newana's	47	41	31	6	3	1	...	...
Gqogqora	50	37	22	3	8	4	...	...
Ndondo's	63	51	32	11	4	4	...	...
Intsito	35	30	24	2	2	1	1	...
Lumani's	43	38	18	8	11	1	...	...
Mtshabe's	44	32	27	2	3	...	...	...
Xume	40	11	8	1	...	1	1	...
Tsojana	33	24	15	5	3	1	...	...
Tshangana's	35	26	15	6	5	...	...	...
Mlondleni's (Wesleyan)	41	41	31	1	6	3	...	...
Upper Zolo	53	45	16	18	4	7	...	...
Cibala	30	20	16	4	...	...	...	...
Ncisininde	115	101	67	17	12	5	...	...
Mbulu (Paterson)	59	52	20	11	10	10	1	...
Lutuli's	49	47	24	13	5	5	...	...
Esigubudwini (Jobe's)	33	28	19	4	4	1	...	...
<i>Idutywa Reserve.</i>								
Sipiko's	36	26	13	4	3	5	1	...
Douglas	34	21	13	3	2	3	...	...
Morrison	33	25	21	4	...	...	...	...
Dale	45	19	17	2	...	...	...	...
The Residency	31	23	20	...	2	...	1	...
Gwadana	28	18	11	5	1	1	...	...
Qora	56	23	18	1	3	1	...	...
Nqabara	47	35	26	5	4	...	...	...
<i>Gealekaland.</i>								
Maki's	28	16	15	1	...	...	...	...
Philip Damon's	63	34	27	7	...	...	...	...
Gwadu	69	57	49	6	2	...	...	...
Ntsimbakazi	57	56	35	14	7	...	...	...
Bancolo	87	85	60	11	9	5	...	...
Ramra	40	38	27	10	1	...	...	...
Mfula	88	69	51	14	4	...	...	...
Leslie	33	25	20	5	...	...	...	...
Qakazana	49	40	26	7	5	2	...	...
Egwadu	46	33	20	5	8	...	...	...
Mahasana	103	97	51	28	10	8	...	...
Nqabara	75	52	37	8	4	3	...	...
Malan	31	6	4	2	...	...	...	...
TEMBULAND.								
<i>Tembuland Proper.</i>								
S. Alban's	57	39	16	9	11	3	...	...
All Saints'	60	33	11	10	7	5	...	...
Qutubeni	50	44	30	7	7	...	...	...
Native Institution, Clarkebury	217	136	38	24	18	27	24	5
Cwecweni	41	22	6	2	8	6	...	...
Etyeni	31	24	12	8	4	...	...	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Tora	70	62	33	9	11	9	...	...
Main	32	31	22	4	3	2	...	...
<i>Emigrant Tembuland.</i>								
Wodehouse Forests	62	58	33	14	6	5	...	...
Indwana	138	124	99	14	7	4	...	...
Isikoba	63	40	27	5	8	...	...	...
Bumbana	61	51	36	12	3	...	...	...
Training Institution, Boys, S.								
Mark's	70	58	30	9	5	8	6	...
Ditto, Girls, ditto	51	47	20	10	9	5	3	...
Upper Tsomo	61	36	30	3	3	...	...	...
Camama (Cofinvaba)	35	30	19	5	3	3	...	...
Umxi	62	43	30	8	5	...	...	...
Tshingeni	90	72	42	14	7	9	...	...
Tafeni	33	32	26	2	4	...	...	...
Manzimdaka	32	28	20	6	2	...	...	...
Lafuta	63	14	10	...	2	2	...	...
Seplan	62	51	35	9	4	3	...	...

FARM SCHOOLS.

<i>Albany.</i>								
Langley Park	7	7	2	3	2	...	...	...
Botha's Laagte	8	8	...	1	2	3	2	...
Bowden	15	15	...	...	3	9	1	2
Fair View	5	5	3	1	...	1	...	...
<i>Albert.</i>								
Twefontein	5	5	1	1	1	2	...	...
<i>Barkly East.</i>								
Kopje Alleen	7	7	1	...	4	2	...	...
<i>Beaufort West.</i>								
Kuil's Poort	7	7	1	...	2	3	1	...
Slangfontein	6	6	...	1	1	1	3	...
<i>Bedford.</i>								
Knoffel Fontein	12	10	1	2	2	4	1	...
Klipfontein	7	7	2	...	2	3	...	...
Glen Ross	5	5	2	1	2	...	...	...
Daggaboer's Hoek	6	6	1	1	2	2	...	...
Glenthorn	6	6	...	2	4	...	...	...
Pluthuis	9	9	...	3	4	2	...	...
Thorndale, Mancazana	12	12	...	4	5	3	...	...
Kingsdale	7	7	1	1	3	2	...	...
Redhouse	6	6	...	2	1	3	...	...
Blauw Krantz	6	6	2	2	1	1	...	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Daggaboer's Nek	7	7	...	1	1	1	4	...
<i>Bredasdorp.</i>								
Driefontein	11	11	2	1	6	2	...	...
Haasjes Drift	5	5	2	2	1	...	...	...
<i>Caledon.</i>								
Goudini	9	8	3	1	4	...	...	...
<i>Cathcart.</i>								
Langverwacht	7	7	1	1	2	3	...	...
Underchurch	9	9	1	2	3	3	...	...
Giddy's Farm, Thomas River	22	22	2	7	10	3	...	...
Glencairn	6	6	1	1	1	3	...	...
Fairford	5	5	...	2	...	3	...	...
Exwell Park	6	6	2	1	3	...	...	...
Winston	8	8	2	2	...	4	...	...
Esher	9	9	4	...	2	3	...	...
Wellington	5	5	1	1	1	2	...	...
<i>Colesberg.</i>								
Rietfontein Poort	5	5	2	...	1	2	...	...
<i>Cradock.</i>								
Rietfontein	7	7	1	...	...	2	4	...
Brak Vallei	11	11	3	2	1	3	2	...
Van der Linden's Dam	5	5	1	1	1	2	...	...
Ganna Vlake	20	20	3	9	1	7	...	...
Almansfontein	6	6	1	1	3	1	...	...
Rietvlei	7	7	2	2	2	1	...	...
Kapitein's Kop	7	7	3	...	4	...	...	...
Klipdrift	7	7	1	...	4	2	...	...
Driefontein	12	12	6	4	2	...	...	...
Fortuin Plaats	10	10	...	6	...	1	3	...
Dwingfontein	5	5	1	1	2	1	...	...
Tafelberg	7	7	1	2	...	4	...	...
Ganna Hoek	7	7	2	1	3	1	...	...
Doornberg	6	6	1	1	...	3	1	...
River View	5	5	1	1	...	3	...	...
Karee Bosch	8	8	...	1	3	4	...	...
<i>East London.</i>								
Dryer's Hoek Farm (No. 21)	8	8	5	1	1	1	...	...
<i>Graaff-Reinet.</i>								
Klipfontein	5	5	1	...	1	2	1	...
Paarde Kraal	8	8	2	...	3	3	...	...
<i>Hanover.</i>								
Jagtfontein	6	6	5	1	...	...	...	...
Gordon's Fontein	9	9	3	...	3	3	...	...
<i>Humansdorp.</i>								
Rietfontein	11	11	3	2	6	...	...	...
Susanville	6	6	1	...	2	3	...	...

Description and place of the School.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
<i>King Wm.'s Town.</i>								
Longridge	6	6	2	1	3	...	...	...
Thorn Farm	5	5	1	2	...	2	...	...
Smiling Valley	6	6	2	1	1	2	...	...
<i>Knysna.</i>								
Matjesfontein	12	8	2	5	1	...	...	...
<i>Malmesbury.</i>								
Tweekuil	9	9	...	3	4	2	...	...
Wolvedans	7	7	...	3	1	3	...	...
<i>Oudtshoorn.</i>								
Vlakteplaats	15	11	5	1	4	1	...	...
<i>Queen's Town.</i>								
School Fontein	6	6	2	1	2	1	...	...
<i>Riversdale.</i>								
Melkhoutfontein	16	16	8	2	2	4	...	...
Zandfontein	11	11	4	5	2	...	...	...
Boschfontein	7	7	1	2	3	1	...	...
Assegaiboschfontein	5	5	...	...	2	3	...	...
<i>Robertson.</i>								
Kruis	15	15	4	2	5	3	1	...
<i>Somerset East.</i>								
Groot Vlei, Zwager's Hoek	8	8	2	...	2	4	...	...
Koetzer's Kloof	6	6	1	2	3	...	...	...
<i>Stockenstrom.</i>								
Ebenezer West	7	7	4	2	...	1	...	...
<i>Stutterheim.</i>								
Good Hope	5	5	...	2	2	1	...	...
Tembani	7	7	...	1	1	2	3	...
Stony Ridge	9	9	2	4	3	...	...	...
Vosey	5	5	2	...	2	1	...	...
Graytown	6	6	1	...	3	2	...	...
<i>Swellendam.</i>								
Karmelk's River	9	9	2	1	2	4	...	...
Kinkoe	10	10	3	7	...	...	...	...
Goedeman's Kraal	8	8	3	3	1	1	...	...
Van der Stell's Farm	6	6	2	...	2	2	...	...
<i>Tarkastad.</i>								
Bower Hope	5	5	...	...	3	1	...	1
<i>Tulbagh.</i>								
Langfontein	15	14	3	2	4	5	...	...
Hottentot's Kraal	12	12	2	3	7	...	...	...
<i>Uitenhage.</i>								
Advice	5	5	...	1	...	...	4	...
Springbok Vlakte	5	5	1	...	3	1	...	...
Welgevonden	8	8	1	...	5	2	...	...
Springbok Flats	6	6	...	3	2	1	...	...

Description of the place and Schools.	No. of Children on the Books.	Present at Inspection. Below Standards.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
<i>Victoria West.</i>								
Doorn Kloof	8	8	2	4	1	1	...	...
Modderfontein	8	8	3	3	...	2	...	...
<i>Willowmore.</i>								
Veeren Kraal	15	9	2	2	5	...	...	...

TOTALS.

	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
Order A.—236 Public Schools	9,723	8,536	1,958	1,482	1,690	1,860	853	693
Order D.— 4 District Boarding Schools ...	174	168	16	9	35	55	31	22
Order B.—340 Mission Schools	26,065	19,147	11,263	3,492	2,492	1, 99	278	23
2 Special Institutions	218	209	19	12	49	32	15	82
Order C.—27 Aborigines' Schools (Colonial) ...	1,956	1,615	513	216	307	328	139	112
80 Ditto (Transkei) ...	4,256	3,207	1,963	596	381	211	49	7
22 Ditto (Tembuland)...	1,441	1,075	625	184	137	91	33	5
90 Farm Schools	726	708	154	151	199	170	31	3
Grand Total :—801 Institutions and Schools ...	44,559	34,665	16,511	6,142	5,290	4,346	1,429	947

COMPARATIVE TABLES OF INSPECTIONS.

YEAR.	No. of Schools inspected.	No. of Children on the Books.	Present at Inspection.	Below Standards.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.
1884	746	48,816	37,300	19,442	6,946	5,098	3,962	1,339	513
1885	801	44,559	34,665	16,511	6,142	5,290	4,346	1,429	947

Education Office,
5th February, 1886.

LANGHAM DALE,
Superintendent-General of Education.